

**REPUBLIC OF TURKEY
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES**



A FORMATIVE APPROACH TO TRANSLATOR TRAINING

Ph.D. THESIS

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**Department of English Language and Literature
English Language and Literature Program**

FEBRUARY, 2020

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FEBRUARY, 2020



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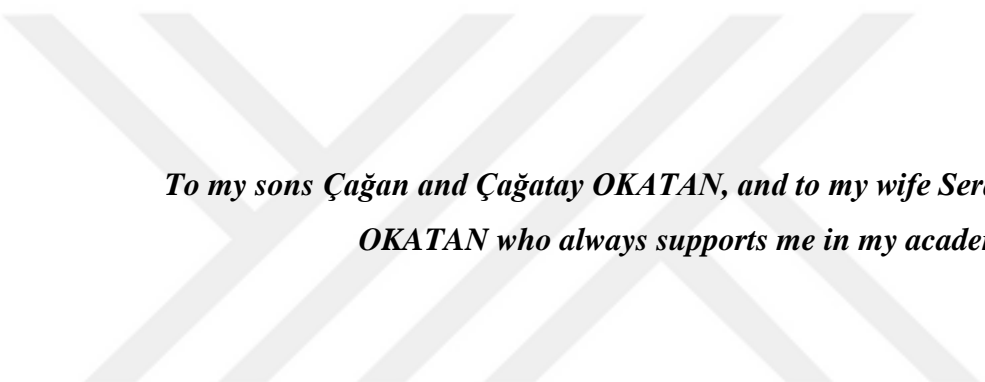
DECLARATION

I declare on my honour that the dissertation entitled “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 I benefitted by citing, consist of the ones shown in the references. (06/02/2020)

Semih OKATAN







*To my sons Çađan and Çađatay OKATAN, and to my wife Serap DEMİR
OKATAN who always supports me in my academic career,*



FOREWORD

First of all, I would like to thank my advisor Asst. Prof. Dr. Hülya YUMRU for her support, constructive feedback, and valuable comments throughout the entire process of this thesis. In addition, I also would like to express my thanks to the members of my thesis monitoring committee Prof. Dr. Türkay BULUT and Prof. Dr. Mine Yazıcı who guided me through their helpful suggestions and encouragement.

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ABBREVIATIONS

- SL** : Source Language
ST : Source Text
TL : Target Language
TT : Target Text
RQ : Research Question





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ÇEVİRMEN EĞİTİMİNE BİÇİMLENDİRİCİ BİR YAKLAŞIM

ÖZET

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 amaçlamıştır. Bu amaçla; çalışma bir oluşturmacı yaklaşım bakış açısıyla ilişkilendirilmiş, performans dayalı ölçme yöntemini kullanan bir durum çalışması üzerine tasarlanmış karma yöntem araştırma desenini kullanmaktadır. Araştırma grubu bir devlet üniversitesindeki Mütercim Tercümanlık bölümünde öğrenim gören birinci sınıf öğrencilerinden seçilmiştir. Katılımcıların bu bölümden seçilme nedeni bütün öğrencilerin ilk kez çeviri dersi almaları ve bu yüzden çeviri dersinde birbirlerine yakın yeterliliğe sahip olmalarıdır. 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 analizinde, araştırmacı nicel ve nitel veri analiz yöntemi kullanmıştır. Bu veri analizi doğrultusunda, öğrencilerin öz değerlendirme sürecinde etkin rol aldıkları, çeviri derslerinde kaynak dil ile erek dil arasındaki eşdeğerliliği oluşturmada ilerleme kat ettikleri gözlemlenmiş ve bu bağlamda çeviri dersine karşı olumlu tutum geliştirdikleri saptanmıştır. Araştırmacı, çalışmanın bulgularını ve sonuçlarını araştırma içeriği ışığında tartışmış ve pedagojik öneriler sunmuştur.

Anahtar Kelimeler: *Biçimlendirici değerlendirme, Öz değerlendirme, Oluşturmacılık, Çeviri dersleri.*



A FORMATIVE APPROACH TO TRANSLATOR TRAINING

ABSTRACT

This study aimed 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 used mixed methods research design, based on a case study using a performance-based measurement method associated with a constructivist approach. The research group was selected from first-year students studying in the Department of Translation and Interpretation at a public university. The reason why the participants were selected from this department was that all students were taking translation courses for the first time and therefore they had similar proficiency levels in the translation classes. In the study, the researcher's field notes, in which he recorded his 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 class, a Translation Class Evaluation Questionnaire and semi-structured pre- and post-interview forms, were used. In the analysis of the collected data, the researcher used quantitative and qualitative data analysis methods. In line with this data analysis, 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 classes. The researcher discussed the findings and results of the study in the light of the research context and presented pedagogical recommendations.

Keywords: *Formative assessment, Self-assessment, Constructivism, Translation classes.*



1. INTRODUCTION

1.1 Background to the Study

Among the many issues that are discussed under the heading of assessment, the present Ph.D. thesis, 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 classes 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). The present study focuses principally on the use of AfL strategies in translation classes and 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.

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 (Büyükkaracı, 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 researcher bases the present study on a triangle: 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).

1.2 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 (Ünalı, 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) highlights another significant issue, surrounding the use of theoretical knowledge in the process of translation, and claims that using theoretical knowledge in translation broadens learners' horizons while translating, as it helps 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 classes. 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 (Rawlusk, 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 in translation classes.

1.3 Purpose of the Study

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 classes. Thereby, the researcher aims to close 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 self-assessment 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 a light on future research by creating a new perspective on self-assessment procedures.

In conclusion, the present study aims to contribute to the growing interest in the use of self-assessment processes in translation classes 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).

1.4 Research Questions

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

RQ1: What are the students' attitudes towards the use of the seven strategies of Assessment for Learning in translation classes?

RQ2: What are the contributions of involvement in self-assessment in the students' translation process?

RQ3: What are the challenges that students experience during the Assessment for Learning procedure?

1.5 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.

2. REVIEW OF LITERATURE

2.1 Introduction

This chapter involves a review of the literature in order to form a background to the study and to examine the true extent of the problem identified therein. In this research context, the ongoing debate about how to implement effective assessment tasks in higher education focuses on four types of assessment task: formative, summative, diagnostic, and integrative tasks (Crisp, 2012). While various types of assessment may be implemented in higher education, the most effective way to promote learning involves choosing a method of assessment that will engage learners in the process of learning. While designing learning milieu to create more effective classes, the following issues emerge as crucial in the provision of an effective assessment procedure. The first and foremost step is to design learning tasks so as to lead learners to take an active role in the learning process. The second step is to enrich the learning process with feedback to help learners identify and bridge any gaps in the process. The third step is to develop the learners' capacity for assessment and to teach them how to assess the quality of their own work. The fourth step is to use the results of assessment to support a teaching process that can indirectly affect the learning process (Joughin, 2009). In the light of the above, an effective assessment process may be based upon a constructivist approach, supported by the Vygotskian *Zone of Proximal Development*. In addition, learners should take an active role in the assessment process as self-assessors. Furthermore, some core elements are essential in the design and application of formative assessment to promote learning in translation classes. With this in mind, this chapter presents the theoretical background to the concept of formative assessment based on constructivism; the Vygotskian *Zone of Proximal Development*; the strategies of self-assessment; and *equivalence* theory in translation.

2.2 Constructivism and Social Constructivism

In their theories of learning, both Chomsky and Piaget agree that genetics and biology are fundamental; however, they differ from each other in their interpretation of the contribution that these factors make. While Chomsky's nativist theory claims that all knowledge preexists in the organism's mind, Piaget's constructivism reacts to both Chomsky's nativism and Skinner's behaviorism and claims that the innate capacity of a child functions as a strategy for the construction of schemata that derive from his/her own experiences (Danks, 1981). Therefore, constructivism is a crucial theory in the field of learning, because it gives cognitive growth a pedagogical application and it offers the learner the opportunity to be at the centre of instruction and to be part of the problem-solving process (Karagiorgi & Symeou, 2005). It is undeniable that constructivism facilitates learning, as it gives a place to student agency in learning (Hyslop-Margison & Strobel, 2007).

In the literature, constructivism is a predominant learning theory in relation to formative assessment, as it constructs new knowledge upon prior knowledge. According to Fox (2001), constructivism enables teachers to understand learners' natural learning capacities, and it constructs a bridge between past and present knowledge, making classroom learning easier. Likewise, Krahenbuhl (2016) defines constructivism as a process in which knowledge is accumulated onto a foundation of prior knowledge, and in which learning occurs because of experience and ideas.

Constructivism, which implies an active process in which knowledge is accumulated and modified, is a theory developed for learning, not teaching; and as a theory, constructivism focuses on the learner's own experiences and his/her own subjective vision (Proulx, 2006). In John Dewey's constructivist view, the important criterion in explaining how human beings learn is *experience*; that is, people learn by doing, interacting, and participating (Reich, 2007). This interaction and participation takes place in a social milieu; but in order to understand better how a constructivist approach works, it is worth understanding how the human mind functions in the learning process. According to Piaget's genetic epistemology, the learning process includes three processes during which a learner transforms new knowledge into another stage. The first stage includes *assimilation*, which refers to the classification and adaptation of new knowledge; the second stage is known as *accommodation*,

which refers to the modification of previous knowledge to fit it into *schemata* which provide for the representation of knowledge stored in long-term memory, and which recall knowledge to make a newly learnt object meaningful; and the last stage is *equilibration*, which establishes a balance between assimilation and accommodation (Pritchard & Woollard, 2010).

In a classroom setting, constructivism plays an important role, as it designs the learning process in the form of active and collaborative learning, based on teacher guidance and with the learners playing an active role in assessment (Alesandrini & Larson, 2002). Proulx (2006) determined seven implications of constructivism in a classroom setting. The first step involves the prior knowledge and experiences of the learners; these play an important role in the application of constructivism. The second step focuses on mutual communication between learner and instructor, because the learner plays an active role in the process of constructivism. The third step is about knowledge, which is essential to cope with the problems that occur during the process of learning. The fourth step involves mistakes, which are considered to be a part of learning, because they bridge the gap between what is known and what is not known. In the fifth step, the teacher engages the learners in the learning process as active creators and inventors. The sixth step is about the pedagogical path along which the teacher decides what should be taught and how it should be taught. The final step in this process is related to verbalization, which is used to support the learner's understanding.

In conclusion, in the application of constructivism in a student-centered classroom environment, the teachers' role comes to the fore, because they must design the constructivist-learning environment so as to provide an appropriate pedagogy for instruction (Krahenbuhl, 2016).

Social constructivism emerged from the studies of Piaget, who is renowned for his genetic epistemology; of Vygotsky, who is well-known for his theory of the *Zone of Proximal Development*; of Bruner, who advocates that learning is an active process in which pre-existing and current knowledge are constructed; and of Bandura, who bases his theory on social cognitive processes and puts emphasis on social learning (Pritchard & Woollard, 2010).

Social constructivism has its origins in Dewey's view of learning, as he claims that learning occurs through language in a social context, and that the learner's social consciousness is constructed through the interaction of the learner's own thoughts and feelings with those of others. The pedagogical interpretation of this interaction is relies upon the Vygotskian *Zone of Proximal Development* (Hirtle, 1996). As regards the Deweyan and Vygotskian views of language, their ideas are similar, as both of them focus on communication; while Vygotsky stresses the importance of the child's internal speech, Dewey stresses the importance of preliminary discourse, termed *thinking* (Garrison, 1995).

In social constructivism, the key component is the interaction among individuals. In this context, Pritchard and Woollard (2010) emphasized three aspects of social constructivist thinking: a) *reality*, which takes place through shared social activities, b) *knowledge*, referring to the meaning constructed by the interaction among individuals, c) *learning*, based on individual interaction with others.

2.3 Zone of Proximal Development

Zone of Proximal Development (ZPD) is the Vygotskian theory of education; it plays a key role in formative educational methodology (Haenen, Schrijnemakers, & Stufkens, 2003). Vygotsky claims that learning takes place as a result of social interaction and dialogue between individuals, and that this interaction affects the learner's cognitive and intellectual growth (Pritchard & Woollard, 2010). According to Vygotskian theory, there is a gap between what a learner knows and what he aims to achieve; learning occurs in this gap, with the help of an adult or more knowledgeable learners. Vygotsky (1978) defines ZPD as follows:

It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (p. 38).

Scaffolding is a term used in Vygotskian social constructivism. *Scaffolding* is designed to encourage students to eventually be able to complete a task alone; it functions as a bridge across the gap between what a learner already knows and what he aims to achieve (Benson, 1997). The process of *scaffolding* involves the control of an adult or more knowledgeable peer in assisting a child or a novice to overcome a problem, to do a task, or to accomplish a goal that is beyond his/her own capacity

(Wood, Bruner, & Ross, 1976). In the assessment of a learner's performance, formative assessment and instructional scaffolding refer to the same thing; both of them are strategies employed to improve learning in the *Zone of Proximal Development*. This is because while the aim of formative assessment is to change the instruction to improve the learner's development, scaffolding refers to the process in which a teacher engages learners in solving a problem and encourages them to complete a task (Shepard, 2005).

2.4 Reflective Teaching

Reflection is a key concept as it refers to knowledge in action; and when compared with unreflective practice, reflective practice is more effective (Molander, 2008). There is more than one pathway to being a reflective teacher; but the pathway selected inevitably requires critical reflection, because teachers discover to the extent that they explore (Larrivee, 2000). In respect of the function of reflective teaching, scholars have defined this across a wide spectrum of ideas. Bayles (1960) proposed that reflective teaching was a *problem raising* and *problem solving* procedure, that is, it involves a process of generating a question and finding an answer. Dewey claimed that "the process of reflection for teachers begins when they experience a difficulty, troublesome event, or experience that cannot be resolved" (Zeichner & Liston, 1996, p. 8).

As regards the implications of reflective teaching, especially in a university context, the model produced by Pollard illustrates how the process of reflective teaching may be administered. Pollard's model, which aims to create a high quality revision of the teaching process, puts an emphasis first on planning, provision, and acting. Secondly, it leads the practitioner to monitor and observe and, thereby, produces data in relation to both the teacher's and the learners' needs. Finally, the evidence from the teaching process is analyzed and evaluated, and then, judgments and decisions about the process are made (Ashwin et al, 2015). Similarly, Schön (1983), who likened the interaction between teacher and students to the relationship between professional and client, contributed to the concept of reflection by coining two new terms: *reflection-in-action* and *reflection-on-action*. In *reflection-in-action*, the frame is constructed on a problem-solving process in which learning is improved by thinking and performing, and the roles of teachers in creating *good teaching* and a *good classroom*

are emphasized. The other term, *reflection-on-action*, involves an attempt to consider the previous events and to look over them in order to redesign the ongoing teaching process.

During the process of asking and answering questions related to the problems occurring in the teaching procedure, teachers undertake a role in evaluating their own teaching, deciding to make some changes in teaching, developing strategies for these changes, and observing the utility of these strategies. In this process, the teacher may use the reflective teaching tools described here: a) *Teaching journals*, in which teaching experiences are recorded, b) *Lesson reports*, which outline class procedure, giving brief information about the teaching process, c) *Surveys and questionnaires*, which are used for the collection of information about the teaching and learning process, d) *Audio and video recording*, which constitute a record of the class and contain objective information about all of the events taking place in the classroom, e) *Observation*, which is a helpful method for focusing on various aspects of the class, f) *Action research*, in which the focal point is the action plan that involves investigating the teaching process, suggesting some changes for teaching, and monitoring the impact of innovations on the teaching process (Richards & Lockhart, 1996). Recourse to the above-mentioned reflective teaching tools requires the implementation of reflective practices, because the concept of *reflection* is directly related to practice. In other words, reflective practices show the relationship between feeling, thinking and doing; that is, the way that we feel impacts on the way we think and on the way that we do something in practice. In addition, reflective practices may be handled as three types, which affect each other in developing pedagogy. The first one is *anticipatory reflection*, which is future-oriented and which provides a pedagogical suggestion prior to an action. The second one is *retrospective reflection*, which is past-oriented, and which proposes a pedagogical framework after the event is embarked upon and completed. The last one is *contemporaneous reflection*, which consists of an immediate response to the learning milieu and is affected by the two other types of reflection (Loughran, 1996). Moreover, reflective learning brings about four kinds of learning: a) *affective learning*, based on a style of learning through feeling and emotion, b) *cognitive learning*, in which thinking and creativity come to the fore, c) *positive action learning*, which aims to put *thinking* and *feeling* into practice within an ethical and a moral framework, d) *social learning*, in which

learning takes place with others in a social milieu (Ghaye, 2011). With reference to its role in the above-mentioned learning types, reflection in learning emerges in three basic stages: reflection for an action, a tendency towards new information, and reflection in and on action. In addition to this, the reflective learning process encompasses two dimensions of improvement: a *personal* dimension, referring to individual reflection, and an *interpersonal* dimension, referring to cooperation with teachers, who contribute to this process through feedback (Bubnys & Žydžiūnaitė, 2010). As reflection involves a metacognitive process, and thereby requires a degree of thinking, the instructor should open new frames to help learners think about the learning process in order to identify what they have learnt, what kind of mistakes they have made, and how they can cope with these mistakes or misconceptions (Bartlett, 2015).

To sum up, a pedagogical cycle circles around reflective teaching, reflective practice and reflective learning, as all three of these concepts affect each other in a learning milieu. The literature mentioned above has shown that although various definitions have been proposed to explain how reflective teaching may be performed, the core concepts in reflective teaching are triggering reflective thinking, identifying possible problems, and finding logical solutions to them in the teaching process. Lastly, the central argument might be based on how well reflective teaching can be implemented in a classroom setting.

2.5 Assessment

Three approaches to classroom assessment have emerged: a) Assessment of learning (AoL), which is used at the end of a learning process to make summative decisions and judgments about students' achievements, and to check whether they have met the targets determined for the learning process; b) Assessment as Learning (AaL), which is an approach that engages learners in the learning process. To this end, they reflect on their own learning with a view to self-improvement, and they determine new criteria to improve the learning process, in which they take part actively. While AoL is a teacher-centered approach, AaL is student-centered approach; c) Assessment for Learning (AfL) is an assessment approach that may be situated between AoL and AaL. In AfL, the instructor collects evidence of the learners' work, attempts to understand how the learners are progressing, tries to make instructional decisions on

the basis of the information collected from the learning process, gives quality feedback, and aims to close the gap between where the learners are and where they should be. While AoL is summative assessment, AaL and AfL are formative (Berry, 2008).

In the light of the information given above, the next section aims to address the framework of assessment from the perspectives of summative assessment and formative assessment.

2.5.1 Summative assessment

Summative assessment refers to a kind of assessment which evaluates individual achievement at a particular time. It involves the evaluation of broader learning objectives attained over a period of time, and uses testing or examination to evaluate achievement (Harlen, 2007). The purpose of summative assessment, which is known as assessment of learning, is to determine learners' success according to grades given for classroom assignments, and to measure the effectiveness of a program and the progress of a school; the whole of this process is based on a judgment measuring the level of success (Chappuis & Chappuis, 2008). That is, summative assessment is required for reporting the results of the learning process, and assessment should be designed in such a way as to assess the whole learning process, to focus on validity and reliability, to effect teaching and learning positively, and to be practical in relation to resources such as time and cost (Harlen, 2009).

While formative and summative assessments complement each other in many respects, they nonetheless differ from each other in terms of some basic characteristics. Although criteria are used in both assessment types, the basic characteristic of summative assessment is that it is either *criterion-referenced* or *norm-referenced*; and it takes place as a result of the summation of formative assessment. In contrast to summative assessment, formative assessment is *criterion-referenced* or *pupil-referenced*, as it shows the learners' current position in the learning process; but it is not completely *criterion-referenced*, because it also uses *diagnostic* information (Harlen & James, 1997). In *norm-referenced* assessment, the position regarding performance is described in relation to the performance of others; but in *criterion-referenced* assessment, learners are assessed according to criteria determined beforehand (Brown & Knight, 1994). Another important difference

between the two appears in the analysis by Biggs (1998), who classified learning as current position, desired position, and the position after teaching. Two key terms are conceptualized within this framework: *feedback* (FA), which takes place in the desired position, and *backwash* (SA), which emerges after the teaching process. In this framework, *backwash* was considered to have a negative impact on learning, as it caused a low level of performance, whereas *feedback* was considered to have a positive effect on learning, as it caused a higher level of performance in the learning process.

The use of summative assessment alone is not believed to be adequate for the evaluation of a learner's achievement, and hence, the process of evaluation should be supported through formative assessment. That is to say, using both formative and summative assessment for the same pedagogical purposes improves learners' achievement in education (Broadbent, Panadero, & Boud, 2018). The teacher controls the process of summative assessment in terms of its internal purposes (i.e. determining individual achievement and progress, reporting the results of assessment, and sharing them with both parents and learners). The evidence upon which assessment is based may be collected from specific sources like tasks and tests prepared by the teacher, the real aim of which is to give feedback as well as to check the learning outcomes at the end of the assessment process. All of these judgments are made in relation to pre-determined criteria that are the same for all learners and, for both the internal and external purpose of summative assessment, the judgmental process is based on *validity*, *reliability*, *impact* and *resources* (Harlen, 2007). The process of judgment covers all of the assessment within the assessment system, and it is possible that some errors and bias might occur in the process. Hence, the teacher must play an active role in attempting to mitigate errors and bias, by carefully planning the process of assessment and developing appropriate criteria, whether to ensure the effectiveness of formative assessment or the reliability for summative assessment. If assessment is conducted properly, it promotes learning (Harlen, 2005).

In summary, summative and formative assessment must be considered within the same framework, as assessment should involve the whole learning process, with learners taking an active role in constructing and trying to enhance their learning by using their own judgment, and teachers taking responsibility for constructing a learning milieu that encourages learners to engage in the process of both summative

and formative assessment (Lau, 2016). Lastly, it can be concluded that it is almost impossible to separate summative assessment from formative assessment in terms of assessment procedure, in as much as summative assessment is the final phase of a process of which formative assessment is a part. To put it differently, summative assessment might be regarded as the final step of an assessment based on a grading system and as a continuum of formative assessment.

2.5.2 Formative assessment

Although various definitions of formative assessment have been given in the literature, in effect they all refer to the same meaning. Greenstein (2010) defines formative assessment as a process in which teachers participate with students in the learning process to improve learning. Similarly, Keeley (2010) defines formative assessment as a way of promoting learning in formal and informal settings. In the light of these definitions, the use of formative assessment in the teaching and learning process might be advantageous. In particular, using formative assessment based on feedback and instructional correctives affects learners' motivation and achievement, as the ongoing feedback enables them to raise their own performance (Cauley & McMillan, 2010). Furthermore, if learners are given the opportunity to actively engage in the assessment process, they may enhance their own practice through self-regulatory assessment (Nicol & Macfarlane-Dick, 2006).

In a classroom setting, Heritage (2010) has identified three basic domains in relation to the process of formative assessment: 1) it is student focused. Formative assessment is student-oriented and puts emphasis on how new information is received, understood and applied by a student, not on teaching style; 2) it is instructionally informative. During the process of instruction, teachers evaluate the students' progress in learning and adjust their instruction so as to meet the students' needs in the learning milieu and, thereby, improve student learning; 3) it is based on outcome. The learning process is designed to bridge the gaps between the student's existing knowledge and the desired goals. This process is supported by frequent feedback and diagnostic information from the teacher, which makes the learning process transparent to the students. The following figure illustrates how this process is implemented in a classroom setting.

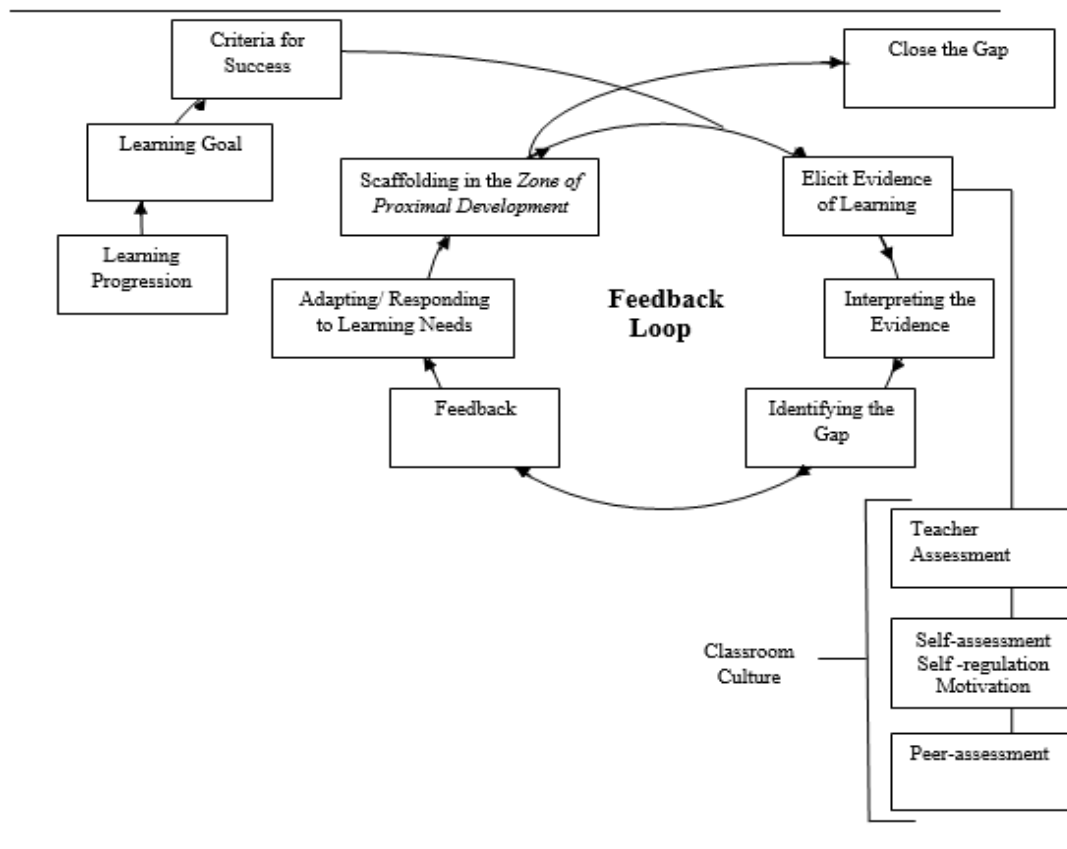


Figure 2.1: Process of formative assessment

Source: Heritage, M. (2010). Formative assessment.

According to Heritage’s process of formative assessment, the first step in formative assessment starts with determining the learning goals and criteria that will guide the teacher and students. The second step involves eliciting evidence of learning, which helps the teacher to improve student learning in the direction of the goals determined. The third step involves the stage defined as interpreting the evidence, in which the teacher examines the evidence in order to determine where the learner is in the learning process. The aim of the fourth step is to close the gap between the student’s existing knowledge and the learning goal which the teacher wishes to achieve during the learning process. In other words, in order to determine the learning gap, the teacher should first interpret the evidence. Having done so, the teacher responds to the evidence through feedback and may close the gap. Thus, the fifth step is feedback, which moves learning forward on the basis of the learner’s existing knowledge by directing the learner about what to do in the next step. The sixth step is the process of adapting and responding to learning needs. In this step, teachers make a plan to relate their instructions to learning needs. The seventh step is the

scaffolding process, in which students engage in collaborative instructional learning; and in the same process, the teacher tries to close the gap between what students know and what they do not know. The final step is to close the gap. In this process, the only aim is to bridge the gap between the learner's existing knowledge and the target intended to be achieved in the learning process. The whole of the process described depends upon a classroom culture in which teacher and students are socially and constructively engaged in the learning process.

There is no doubt that if formative assessment is used under the correct conditions, if learners' needs, capacities, and levels of proficiency in relation to their knowledge can be determined in advance, and if teachers are equipped with sufficient pedagogical and measurement knowledge, then, formative assessment can facilitate the learning process (Bennett, 2011). When a teacher has the necessary pedagogical background, and all the conditions mentioned above are fulfilled, then formative assessment may make the teaching and learning process more effective. In formative assessment, the whole process circles around a feedback loop which can be regarded as the cornerstone of formative assessment. The feedback loop depends upon the teacher knowing which skills are to be learnt, and being able to describe a good performance and to find solutions to improve a poor performance (Sadler, 1989).

The literature has shown that, as well as the provision of the proper conditions in the classroom setting, other factors affecting the process of formative assessment should be taken into consideration. A study by Lee (2011) demonstrated that, if teachers are active, innovative, and collaborative with the school system, formative assessment may be effective in promoting learning in EFL classes and may positively affect learners' beliefs and attitudes towards foreign language classes. Another study by Naghdipour (2017) proved that formative assessment, based on an eclectic approach, promotes learners' performance in classes as it enables healthy collaboration between teacher and students. The prerequisite condition for formative assessment in a classroom setting is collaboration between teacher and students, because this guarantees teacher-student interaction at different stages of the learning process (Burner, 2016). In this context, the classroom assessment circle may be based on five steps (Leahy, Lyon, Thompson, & Wiliam, 2005, p. 20):

- 1) Clarifying and sharing learning intentions and criteria for success
- 2) Engineering effective classroom discussions, questions, and learning tasks

- 3) Providing feedback that moves learners forward
- 4) Activating students as the owners of their own learning
- 5) Activating students as instructional resources for one another

2.5.2.1 Feedback

In formative assessment, feedback is a key factor, as it sheds a light upon how successfully something is achieved (Sadler, 1989). In this sense, feedback is the central component of formative assessment, because it bridges the gap between the existing knowledge of the learner and the level of performance which the learning process aims to achieve (Rushton, 2005). In formative assessment, feedback emerges in two ways. The first of these is formative feedback for teachers, which occurs as a result of the evidence that teachers collect during the teaching and learning process, and which enables teachers to move their instruction a little further forward. The second is formative feedback for learning, which comes either from the students' internal monitoring in the process of learning, or from their teachers (Heritage, 2010). Formative assessment and feedback may be organized in such a way as to provide for self-regulation in terms of cognitive, behavioral and motivational aspects, as this gives more responsibility to learners in the learning process and in assessment (Nicol & Macfarlane-Dick, 2006). Moreover, the implementation of effective feedback in a classroom setting helps learners to gain deep thinking skills, to use their capacity for reflection, to improve during the learning process, and to determine what can be done in the next steps of the learning process (Spendlove, 2009).

Two dimensions of feedback have been defined as input providing and output prompting (Ellis, 2012). Moreover, teacher feedback may adopt one of two aspects: a) an implicit form, which refers to teachers' feedback given covertly, and which employs strategies such as *Recasts*, *Repetitions*, and *Clarification requests*; or b) an explicit form, which refers to teachers' feedback given overtly, and which includes *Explicit correction only*, *Metalinguistic clue*, and *Elicitation*. In *Recasts*, the student's utterance is reformulated, without highlighting errors. In *Repetition*, the teacher repeats the incorrect or unclear utterance of the student. In *Clarification requests*, the teacher indicates that the student's utterance is unclear or ill-formed. In *Explicit correction*, the teacher specifies and corrects the error that student made. In *Metalinguistic feedback*, the teacher makes comments or poses questions to indicate

that the student's utterance contains an incorrect form, but avoids giving explicit feedback. In *Elicitation*, three steps may be followed: 1) the teacher elicits the completion of the student's utterance, 2) the teacher asks questions to elicit the correct form, and 3) the teacher requires the student to reformulate his/her own utterance (Ellis, 2012; Lyster & Ranta, 1997).

To sum up, good feedback practice provides a wide range of opportunities in the learning milieu. It allows good performance to be highlighted, it facilitates self-assessment, and it provides students with high quality information. In addition to this, it creates a dialogue between teacher and learners, provides learner self-esteem, bridges the gap between current and desired performance, and gives information to teachers to enable them to shape teaching (Nicol & Macfarlane-Dick, 2006). In order to identify and close the gaps in knowledge identified during the teaching and learning process, feedback revolves around three major questions (*Where am I going?, How am I going?, Where to next?*); and the answers given to these questions help promote learning by removing confusion about the aims determined for the teaching and learning process (Hattie & Timperley, 2007). Thus, good feedback makes a crucial impact on students' learning.

2.5.2.2 Peer-assessment

Peer-assessment is designed to evaluate the performance or output of two equal learners, one of whom is the assessor and the other the assessee. Peer assessment, which may be summative or formative assessment, provides peer feedback to a learner in order to show the learner's weaknesses and strengths (Topping, 2009). Peer-assessment has five goals. The first goal refers to its function as a *social control tool*, which aims to teach desired behavior in a learning milieu, so that undesired behavior is avoided. The second goal is its use as an *assessment tool*, including peer judgments based on validity and reliability. The third goal is its use as a *learning tool*, designed according to three stages: assessment by a student, assessment of another student, and the interaction between these two students. The fourth goal is its function as a *learn-how-to-assess-tool*, which aims to teach students how to be assessors using formative assessment. The fifth and final goal is its use as *active participation tool* that creates a student-centered milieu, in which students play an

active role in their own learning, and in which teachers are passive in the control of learning (Gielen, Dochy, Onghena, Struyven, & Smeets, 2011).

2.5.2.3 Self-assessment

Self-assessment is a key factor, like peer-assessment, in improving learning, and as in peer-assessment, it makes learners play an active role in learning; but, in contrast to peer-assessment, self-assessment involves the learner's own *self-evaluation* and *self-appraisal* (Taras, 2010). Self-assessment may be effective in the short term, when it is used for a particular assignment, but when it is used to promote learner self-regulation and is supported through feedback, it may become effective in the longer-term (Andrade & Valtcheva, 2009). The use of self-assessment in a classroom setting requires a constructive interaction between learners and teacher, as this raises students' awareness of the goals of individual assessment and improves the level of their outcomes through active participation (Geeslin, 2003). In the implementation of self-assessment, both learners and teachers play a vital role, because, as Dochy, Segers and Sluijsmans (1999) state:

Self-assessment, used in most cases to promote the learning of skills and abilities, leads to more reflection on one's own work, a higher standard of outcomes, responsibility for one's own learning and increasing understanding of problem-solving. The accuracy of the self-assessment improves over time. This accuracy is enhanced when teachers give feedback on students' self-assessment (p. 337).

In the self-assessment process, learners are involved in thinking about the learning process, performing, determining criteria and goals, and appraising learning content (Bourke & Mentis, 2013). With the help of self-assessment, learners may regulate their actions to the desired outcomes (Paris & Paris, 2001). The process of self-regulation has three basic steps. The first step involves a forethought procedure that aims to find an answer to the question '*Where am I going?*' and that focuses on goal setting. The second step focuses on performance and control procedures, aiming to find an answer to the question '*How am I doing?*' that can be derived from observation and assessment. The last step covers the process of reflection, the goal of which is to apply judgment and reaction and to find an answer to the question '*What is next?*' (Andrade, 2010).

2.5.2.4 Self-assessment strategies

Self-assessment refers to the process in which learners take an active part in making a judgment between their own current and desired performance levels, monitoring their learning progress, and determining some specific strategies and criteria to enhance their skills. To achieve the desired performance, learners engage in three processes: a) a self-monitoring process, in which learners focus on the criteria, b) a self-evaluation process, in which learners identify the criteria to achieve the desired performance, and c) implementation of an instructional corrective process, in which learners select learning criteria to correct the misunderstandings and to enhance learning progress (McMillan & Hearn, 2008). In accordance with the above-mentioned self-assessment criteria, the same researchers propose the following strategies:

Clear Learning Targets and Criteria: The learner should be informed about the desired goals, and so, the route to the desired goal may be determined. This stage aims to raise the learners' awareness of how to implement the self-assessment criteria, rather than how to judge.

Self-evaluation: At this stage of self-assessment, the learners have been informed about the goals and criteria, and they begin to go through a self-evaluation and judgment process. In this stage, feedback is given to meet the learners' needs in the process of evaluation, but the learners react to the given feedback themselves and adjust their own strategies.

Reflection: In this stage of the self-assessment process, the learners focus on their existing knowledge and the information that they have learned. In addition, they take on a new role in creating new goals, and they try to overcome any confusion that they have. In order to evaluate their own performance, they use reflective activities, such as checklists.

Aside from the above-mentioned self-assessment strategies, Chappuis (2015) has also described a wide spectrum of strategies for assessment for learning, as follows. In this context, AfL rests on three bases: a) where the learners are going, b) where they are now, and c) how they can close the gap. In accordance with these three bases, the following seven strategies were identified.

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

In the first strategy, learners are informed clearly about the learning targets and the desired performance, before a particular activity. In this process, the instructor uses student-friendly language, and a rubric created in student-friendly language. The focal point is to determine whether the learners can understand the learning goals and targets.

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

In this stage, the instructor uses strong and weak models from an anonymous task to help students to examine what constitutes a strong or a weak model. The instructor gives examples showing weaknesses and strengths in relation to the problems that students might generally experience. Students are supposed to analyze these sources and then form their own judgments. After this process has been completed successfully, students have been enabled to develop a point of view related to knowledge and performance.

The first and second strategies described above are related to the first base, indicating where learners are going in the teaching and learning process.

Strategy 3: Offer regular descriptive feedback during the learning

In this stage of the process, the instructor gives effective feedback to the students, which helps them to determine their existing level of knowledge in relation to the desired performance, with a view to bridging the gap in the learning process. Here, adequate time is given to the students to enable them develop the kind of thinking which they will need when they engage in self-assessment.

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

In the fourth strategy, the teacher instructs the learners about how to self-assess and set goals in line with learning targets. That is, in this process, the instructor teaches the students how to perform a self-assessment procedure designed according to learning goals. Similarly, students learn to form their own feedback. This stage requires the prior completion of the first three stages (involving intended learning, identifying strengths and weaknesses, and effective feedback). Students who have gone through these three stages successfully become self-regulated learners and self-

assessors. Finally, the teacher aims to understand the effect of self-assessment on learner achievement.

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

In this stage, the instructor creates a feedback loop and checks the ongoing instruction in terms of what students have or have not yet learned. After students perform a task, further learning needs are determined according to what they have done. Here, the instructor aims to pinpoint incomplete understanding and misconceptions. To sum up, the fifth strategy functions as a means to diagnose the needs in student learning.

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

In this strategy, the instructor uses scaffolding to narrow the cycle of the lesson stemming from the problems and misconceptions determined in the fifth strategy. That is to say, if the learning target consists of more than one element, the instructor forms a framework to teach one component at a time and helps students to understand that the other parts will come together in a later phase of the learning process. After the completion of the instruction given in line with an area of need, students are given adequate time to revise their output before assessing and grading it again.

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

In this stage, learners engage in self-reflection and share their progress in the learning process, which enables them to notice their improvement and to deepen their understanding. In this phase of self-improvement, students raise their awareness and gain the self-confidence to progress in learning.

The strategies of AfL mentioned above provide a better understanding of learning goals, and enable learners to recognize their own skills during the assessment process and to undertake responsibility for improvement of learning (Chappuis, 2005).

2.5.2.5 Portfolio

Portfolio assessment is an alternative form of assessment, in which learners assume responsibility for and play an active role in creating, analyzing, and appraising their

own work (Nieto & Henderson, 1994). Keeping a portfolio over a period of time provides a holistic assessment of the learner's work and reveals the learner's progress towards the goals determined for education (Panitz, 1996). In this sense, the use of portfolios is a beneficial learning tool for improvement, because it provides documentation of the learner's output, motivation, confidence and achievement, and enables interaction between teacher and learners (Singh & Samad, 2012). Portfolios, in which learners' work is collected, may be used in different ways depending upon the purpose of keeping the portfolio (Pheeny, 1998). Determining the purpose of the portfolio at the outset enables an instructor to organize many facets of the portfolio. The main types of portfolio may be classified as: a) *best work portfolio*, which is generally known as a *display* or *showcase* portfolio and shows the learner's best work; and b) *growth portfolio*, which indicates the learner's development and growth in the process (Rolheiser, Bower, & Stevahn, 2000). In a learning process, portfolio assessment is a crucial learning tool, as it helps learners involve themselves in self-assessment, take an active role in the teaching and learning process, and create a dialogue with their peers and instructors (Bahous, 2008). Aside from the traditional style of portfolio, technological development in education has brought some changes to the portfolio format. In this context, keeping an e-portfolio improves learners' self-regulation in language learning, because learners take an active role in every phase of e-portfolio assessment; control and monitor their improvement in learning; and, thereby, promote their self-regulation through self-reflection (Yastibas & Yastibas, 2015).

In conclusion, portfolio use in a classroom setting makes the teaching and learning process more transparent to the learners. This is because it gives learners the opportunity to monitor their progress over time and to be a part of the teaching process.

2.6 Translation

Translation can be defined as to the action of replacing textual material from a source language with equivalent textual material in a target language (Catford, 1967). To this end, translation is the process of transferring meaning from one language sign system to another language sign system, which involves a set of linguistic criteria (Bassnett, 2002). When translation teaching is considered, two important issues come

to the fore: “one is the ‘pure’ issue of the principle of semantic demonstration of second language items via first language items. The other is the ‘applied’ issue of the pedagogical applications of the principle” (Thomas, 1976, p. 403).

2.6.1 A brief overview on translation theories

Learning translation theories enables a translator to do better, because theories provide practical benefits when confronting problems and provide the translator with productive solutions (Pym, 2010). Here, a brief overview of translation theories is given, including a framework of preliminary principles.

The controversy surrounding *Word-for-word* (literal) and *Sense-for-sense* (free) translation date back to the time of Cicero and, subsequently, of St Jerome. After Cicero, Horace contributed to translation studies by underlying the importance of poetics when translating a text into the target language. The western translator St Jerome used Cicero’s approach to justify his Latin translation of the Christian Bible, which is known as the Latin Vulgate. Although some scholars have claimed that the terms *word-for-word* (literal) and *sense-for-sense* (free) were misunderstood, Jerome’s explanation gave these terms their final forms. According to Jerome’s statement, *word for word* translation causes an absurd translation because it follows the form of the ST too closely; whereas, the other approach, *sense-for-sense* (free), includes the translation of the sense or content of the ST. Hence, the debate concerning *literal vs. free* and *form vs. content* has its roots in antiquity (Munday, 2016). From another perspective, the current overview of this theory shows that these two approaches differ from each other. While literal translation (*word-for-word*) is based on structural and semantic correspondence and refers to the one-to-one correspondence of these items in translation, free translation (*sense-for-sense*) does not focus on linguistic aspects but, rather, on the functional aspects of language that emerge in sociology and psychology (Farghal, 2013).

Another prominent view in translation studies before the twentieth century is the theory of *fidelity*, *spirit* and *truth* expounded by Flora Amos, who claimed that the meaning given to the terms ‘faithfulness’, ‘accuracy’ and ‘translation’ differed among early translators. Louis Kelly, who identified a wide range of explanations given to the above-mentioned terms, has examined the concepts. According to Kelly, *Fidelity* came to mean that the faithful interpreter avoids literal translation; *Spirit*

refers to the meaning of the creative energy of a text or language; *Truth* has the sense of content. In early attempts at producing a systematic theory of translation, Dryden defined three categories: a) *metaphrase*, based on literal (*word-for-word*) translation, b) *paraphrase*, based on *sense-for-sense* (free) translation, c) *imitation*, based on adaptation. Dryden recommended paraphrase, not the other two categories (metaphrase or imitation). In this context, Dolet identified five steps for translators: a) understanding the original message, b) having perfect knowledge of both SL and TL, c) avoiding literal translation, d) avoiding unusual forms, and e) using eloquent words to prevent clumsiness (Bassnett, 2002). From another perspective, Tytler determined three principles of translation and identified a new spectrum for translation: a) the complete transcription of the ideas in the original work, b) replicating the stylistic manner of the original work in the target work, and c) producing a translation involving all the ease of the original work. When compared, Tytler and Dolet have some similar views about translation; for example, Dolet's fifth category and Tytler's second rule focus on the stylistic form. Schleiermacher goes beyond the above-mentioned theories and contributes to translation studies by trying to construct a bond between reader and writer. In contrast to Dryden's method of *naturalizing*, in which a foreign text is restructured in the typical patterns of the TL, Schleiermacher's strategy claims that a translation may give the impression of the original language, and to achieve this, translator must use an *alienating* and *foreignizing* method of translation, which puts emphasis on the relationship between translator and reader. In this method, the impression that the translator receives from the ST might be understandable for the reader only given a certain level of education and a special kind of language (Munday, 2016).

Skopos theory is a functionalist translation theory that was derived from a Greek word meaning "purpose" and put forward by the German translator Hans J. Vermeer in 1970s. Skopos theory is based on the functionalism of the translation product in the target text, which is created by a translator whose aim is to dethrone the source text (Pym, 2010). In this sense, two terms come to the fore in Skopos theory. The first is the *function* that a text fulfils, the meaning of which is formed by the receiver; and the other is *intention*, which refers to the interaction between sender and receiver (Jabir, 2006). *Function* in a translation is not directly related to the source text itself; rather, it is related to the recipient of the source text, and it involves

a process in which two significant terms come to the fore (*coherence* and *fidelity*). The *coherence rule* specifies that the target text should be coherent for the recipients' comprehension, and the *fidelity rule* focuses on intertextual coherence emerging between translation and source text. This is because a text involves an exchange of information between the culture of the target text and that of the source text (Schäffner, 1998). The basic principles of a functional translation are: a) the purpose determines which method or strategy can be used for translation, indicating that there is not only one method or strategy for translation; b) the purpose is defined by the relation between client and translator; c) achieving the intended purpose refers to functionality, indicating that the text and its translated form must meet the receiver's needs; d) the quality of text functionality is determined by the receiver; e) a balance should be provided between new and old information, and in this way a comprehensible text translation can be created; and f) the purpose of translation determines the procedure in translation (Nord, 2002, 2006).

In conclusion, without ignoring the presence of the source text, Skopos theory proposes that the source text does not directly affect translation, but that the purpose and the communication between source and target cultures are key factors for translation. It deals with the purpose of the source text, not its own original form.

2.6.2 Equivalence theory

Equivalence plays an important role in translation studies, but its definition and applicability are still open to discussion in the research context. The literature shows that this theory has been exposed to numerous interpretations and that, thereby, a variety of contributions have been made to its evolution.

Equivalence can be defined as a relationship between source text and target text, and it deals with the relations between the parts of these two texts (Baker & Saldanha, 2009; Kenny, 2009). In respect of the evolution of equivalence in translation studies, the first outstanding figure is Roman Jakobson, who was affected by Saussure's language system (*Langue* and *Parole*) and his sign system (*signifier* and *signified*). In addition to this, Jakobson focused on Peirce's sign system and determined three types of translation: a) *intralingual translation*, based on a verbal sign system in the same language, b) *interlingual translation*, involving a verbal sign system between source language and target language, and c) *intersemiotic translation*, focusing on

the relationship between a verbal sign system and a nonverbal sign system (Munday, 2016). This classification foregrounds the importance of the translator, especially in *interlingual translation*. This is because Jakobson's definition of equivalence asserts that languages may show differences in terms of grammatical structures and culture, but that translation between languages is possible due to the role of the translator, who can give the proper message of the ST in the TT (Panou, 2013).

In early attempts to theorize text translation, the *comparative model* was at the fore: "It was static and product-oriented, centered on some kind of relation of equivalence" (Williams & Chesterman, 2002, p. 49). This approach required the relationship between two texts to be defined in terms of equivalence and correspondence to prevent a misleading interpretation. In this field, Koller's examination of *equivalence* and *correspondence* indicates that while *correspondence* focuses on the linguistic differences or similarities between two language systems, *equivalence* handles the equivalent linguistic features between source text and target text (Panou, 2013). Koller (1989) explained a wide range of *equivalence* between two texts and determined five different types:

Denotative equivalence, which refers to equivalence of content or semantic equivalence;
Connotative equivalence, which focuses on connotations and implies equivalence of style and register; Text-normative equivalence, which relates to text type usage norms;
Pragmatic equivalence, which concentrates on the reader and refers to equivalence of effect; and Formal equivalence, which has to do with the formal-aesthetic features of the text and implies expressive or artistic-aesthetic equivalence (as cited in Arffman, 2010, pp. 39-40).

Another view focuses on intertextuality to form equivalence. Here, the translator aims to form intertextual relations between the texts, and bases translation on three types of intertextual relations: a) the relation between a foreign text and other texts, b) the relation between a foreign text and the translation, based on equivalence, and c) the relation between the translation and other texts (Venuti, 2009).

The classification of translation might be helpful in understanding the concept of equivalence between two languages. Catford classifies translation according to *extent, levels, and ranks*: a) *Full vs. Partial* translation is related to *extent*. *Full* translation provides a replacement for all items in the ST with items in the TT. However, in *partial* translation, some items from the ST may remain untranslated, so that a simple transfer of items to the TT might be possible; b) *Total vs. Restricted*

translation is related to *levels* of language. In *total* translation, although the replacement of all levels of ST with TT seems to be possible, only the replacement of SL grammar and lexis (including phonology and graphology) with those of the TL can involve translation. This involvement is not considered as equivalent between SL and TL. This is because *total* translation is a misleading concept, and no translation occurs in this frame. In *restricted* translation, the items of the ST are replaced with those of the TT at only one level (phonological or graphological level), or at two levels (grammar and lexis); c) *Rank of translation*, *rank-bound translation* and *unbounded translation* are different from each other in terms of the grammatical or phonological rank that provides *equivalence* in translation. Catford relates these concepts with the well-known terms: *free* translation is *unbounded*, *Word-for-word* translation is *rank-bound*, and *literal translation* remains between these two concepts, because it might begin with a *word-for-word* translation, but it may continue along the principles of *free* translation (Catford, 1965). In the light of this classification of translation, Catford asserts that textual equivalence and formal correspondence seem to be different from each other, because formal correspondence is related to *langue*, whereas textual equivalence is related to *parole*. However, formal correspondence emerges when the position of a target language category functions as the same category in the source language; and in such a function, formal correspondence provides textual equivalence (Fawcett, 1997). To put it differently, Catford's (1965) identification of *equivalence* shows that the basic concept in *textual equivalence* is that, although the items of the SL and the TL rarely have the same linguistic meaning, they can have similar functions in the same case. To set up a sentence-rank, these items must be used interchangeably.

Likewise, Eugene Nida bases equivalence theory on two dimensions: *formal equivalence*, focusing on formal functions, and *dynamic equivalence*, activating similar cultural functions between two languages (Pym, 2010). Nida puts emphasis on the importance of *dynamic equivalence* rather than *formal correspondence*, because translation should focus on the response of the receptor, not on the form of the message. In addition to this, Nida stresses the multifunctional facet of translation in terms of communication, and identifies three translational models in *dynamic equivalence*. These are: a) *analysis into kernels* (which transforms ambiguous and complex phrases into simple structures and kernels), b) *kernel-kernel transfer* (which

provides the translation of kernels from source language to target language), c) *restructuring into surface structure* (which deals with the synthesis of kernels, near-kernels and other elements) (Kim, 2015).

Similarly, Newmark contributes to *equivalence* theory by replacing Nida's *formal and dynamic equivalence* with *semantic* and *communicative* translation. In this respect, while the focal point in *semantic* translation is the meaning, that of *communicative* translation is effect. That is, semantic translation deals with the source text, while the aim of communicative translation is to handle the needs of addressee (Panou, 2013). In Newmark's new terms, *communicative* translation is similar to *dynamic equivalence*, and *semantic* translation functions like *formal equivalence* (Munday, 2016).

House (1977), who regards *equivalence* as a core concept in the quality of translation, has put forward a view proposing a distinction between two translation models called *overt* and *covert* translation. "In *overt* translation the original is tied in a specific manner to the source language community and its culture" (p. 106). However, when the original ST is translated into the TT, the *covert* translation gives "the status of an original ST in the target culture" (p. 107). The basic concept in translation is to preserve the semantic, pragmatic and textual meaning when it is conveyed from one language to another one; and so, in translation, a SL text is replaced by a semantically and pragmatically equivalent text in the TL. In addition to this, House (2015) considers equivalence to be an essential criterion of translation quality and claims that an adequate translation text is based on semantic and pragmatic equivalence, which provides functional equivalence between source text and target text.

Baker's (1992) contribution to the evolution of equivalence theory spans a wide spectrum and explains equivalence in translation from five perspectives: *equivalence at word level*, *equivalence above word level*, *grammatical equivalence*, *textual equivalence*, and *pragmatic equivalence*.

Equivalence at word level: The main issue is the failure of a word to give the same meaning in the TL. It is possible that there may be no direct correspondence between words or meanings in the languages. Thus, there may be key factors, related to the lack of a word or elements of meaning, which cause non-equivalence during

translation from SL to TL. At word level, a deep analysis of lexical meaning is made and then categorized as *propositional meaning*, *expressive meaning*, *presupposed meaning*, and *evoked meaning*. In this framework, Baker identifies some common barriers affecting the dimension of non-equivalence. These are related to culture-specific concepts, language concepts of the SL that are not lexicalized in the TL, the complexity of the SL concept in terms of semantics, distinctions in meaning between SL and TL, the lack of a superordinate or hyponym in the TL, and the use of loan words in the SL. Baker suggests some strategies to overcome problems in translation that stem from these types of non-equivalence.

Equivalence above word level: Here, Baker deals with the use of a word with another word to form meaning, because words gain sense when they are used together with other words. Here, Baker stresses the importance of lexical patterning. As equivalence above word level is related to the combination of words with each other, equivalence between the SL and TL is analyzed in terms of two dimensions of lexical pattern: a) collocations, and b) idioms and fixed expressions.

Grammatical equivalence: Baker puts forward the view that the problem occurring during translation is related to the fact that all languages have different grammatical systems and that this variety between grammatical systems can change the message intended to be conveyed from SL to TL. Given Baker's view of equivalence, it may be concluded that the lexical pattern of a language is not the only key factor affecting the way we translate, but that the grammatical system of a language also plays an important role in providing equivalence in translation. Baker bases grammatical equivalence on two dimensions: morphology and syntax. Morphological equivalence involves the structural forms of words (e.g. plural or singular forms). Syntactical equivalence focuses on the linear sequences of clauses (i.e., grammatical structures of sentences). Baker claims that different grammatical structures between the SL and TL can cause some changes while conveying the message from SL to TL, and that a translator might encounter some obstacles because of the differences between the two languages, which are related to number, gender, person, voice, and tense and aspect.

Textual equivalence: According to Baker (1992), "the linear arrangement of linguistic elements plays a role in organizing messages at text level" (p. 119). Under this heading, Baker analyzes textual equivalence in terms of thematic structure

(involving theme and rheme) and information structure (which involves contextual features), and presents a detailed account of Halliday and Hasan's approach.

Cohesion: Halliday and Hasan's Model

This model approaches the concept of cohesion from a semantic perspective, because it is mainly based on the idea that cohesion is related to the meaning in the text and occurs as a result of rendering. In this framework, the model presents the cohesive elements of English, which are categorized as *reference*, *substitution*, *ellipsis*, *conjunction*, and *lexical cohesion* (Baker, 1992; Halliday & Hasan, 1976).

Reference: Reference is used in semantics to show the relationship between a word and what it refers to in the real world. According to Halliday and Hasan, every language has certain items which gain meaning with their referents and renderings; and in English, these kinds of item are seen in the use of 'personals, demonstratives, and comparatives'. In this context, there are two kinds of reference: *endophoric reference*, which is text-based reference and *exophoric reference*, which is situational and context-based reference, as it gains meaning through the rendering of the context.

Substitution and Ellipsis: Other cohesive links are substitution and ellipsis, which are grammatical, not semantic like reference. While substitution occurs when an item is used in the place of another item, ellipsis shows the omission of an item. Nevertheless, the ellipsed item is understood, even though it is not stated. In this framework, there are three types of substitution and ellipsis: nominal, verbal, and clausal forms.

Conjunction: Conjunctions are formal markers which are used to "relate what is about to be said to what has been said before" (Baker, 1992, p. 190). Halliday and Hasan classified the types of conjunctions as additive, adversative, causal, and temporal.

Lexical Cohesion: Lexical cohesion plays a role in the choice of vocabulary to organize a cohesive relation in a text. Lexical cohesion is categorized in two dimensions: a) *reiteration* and b) *collocation*. In *reiteration*, the lexical item is reiterated and the reiterated item is the repetition of the previous item (i.e., a synonym, near-synonym, a superordinate, or a general word). *Collocation* is a sub-

class element in lexical cohesion and it involves the association of lexical items in a language.

Pragmatic equivalence: Pragmatics refers to the study of language in terms of use and meaning. In this form of equivalence, two issues come to the fore: *coherence* and *implicature*. According to Baker (1992); “Coherence is a network of relations which organize and create a text” (p. 218), and coherence in a text is related to the interaction between the knowledge in the text and that of the reader. Implicature is related to the interpretation of an utterance and its maxims.

Finally, Pym (2010) claims that, in equivalence theory, in showing the relationship between the source text and the target text in terms of form and function, languages are not assumed to be the same, only the values in languages can be the same. Pym has contributed to equivalence theory by distinguishing between two terms (*natural equivalence* and *directional equivalence*). *Natural equivalence* is assumed to occur between languages or cultures before the act of translating and it is not affected by directionality. *Directional equivalence* is based on an asymmetric relation proposing that the equivalence created one way is not the same as the equivalence created another way. Hence, the translator can choose one of several strategies that are not dictated by the ST.

To sum up, the literature has shown that the evolution of *equivalence theory* in translation has taken a long path so far. Jakobson bases equivalence on Saussure and Peirce’s sign systems. Koller’s contribution gives five types of equivalence. Catford’s contribution is the classification of translation in terms of *extent*, *levels*, and *ranks*. Nida focuses on *formal equivalence* and *dynamic equivalence*. Accepting Nida’s point of view in equivalence, Newmark has produced the two new terms *semantic* and *communicative* translation. House puts forward two key elements: *overt* and *covert* translation. Baker deals with equivalence in translation in terms of five key points and extends the theory over a wide spectrum. As equivalence theory has continued to evolve, new concepts have determined the route of equivalence in translation. Over the course of time, these new concepts have added new aspects to the theory and enriched its content.

2.6.3 Use of equivalence theory in translation classes

In an EFL classroom setting, translation from the source text into the target text requires several actions to be taken. A text can be defined as a “semantic unit: a unit not of form but of meaning” (Halliday & Hasan, 1976, p. 2). According to Baker (1992), a good translator should follow certain steps during the translation of a text: a) reading the text and then understanding the gist of the message within the text, and b) translation of the text according to the norms of the target language. In addition, Yazıcı (2007) emphasizes the importance of the linguistic and cultural information of both the source language and the target language, and she asserts that a translator should acquire this information, because the existence of this information is the first step in starting the translation process. In the light of this, it can be concluded that an acceptable translation between source text and target text requires a balance to be struck between the linguistic and cultural norms of both the source language and the target language.

A translation attempt based on a translation strategy firstly involves source text analysis, and secondly, it involves textual analysis in terms of *stylistic* and *syntactic* features (Williams & Chesterman, 2002). Taking the reading of the text as the starting point, Petrocchi (2014) determined seven steps which may be beneficial in the translation and interpretation of a text. The first step involves a preliminary research phase, in which an in-depth analysis of the subject matter of the text is performed; the second step involves an analytical phase to make the source text comprehensible; the third step focuses on the interpretation and assimilation of the source text; the fourth step is a denotative phase, in which the source text is translated into the target language; the fifth step involves the phase of re-constructing the translation product in the target language; the sixth step is related to the final feedback, based on the interpretation and translation of the text from target language to source language; and the last step is a re-reading phase to check the validity of the information as transferred from source text to target text.

The main purpose of the whole of the process mentioned above, as of the implementation of the principles of formative assessment in a translation class, is to identify existing errors and to find solutions to minimize the rate of error. Within this framework, while analyzing errors, it is noted that certain errors are related to the source text: “opposite sense, wrong sense, nonsense, addition and suppression,”

while others are related to the target text: “spelling, vocabulary, syntax, coherence and cohesion” (Martinez Melis & Hurtado Albir, 2001, p. 281). To overcome such errors while translating a text from a source language to a target language, the correct equivalence between the two languages should be provided.

2.6.4 Translation teaching process

In teaching translation, especially at academic level, the translation teaching process can be based on two research dimensions: *product-oriented research* and *process-oriented research*. While *product-oriented research* basically focuses on the quality of translation, which is related to the degree of equivalence achieved between SL and TL, *process-oriented research* has its theoretical ground in translation pedagogy, as it deals with cognitive, psycholinguistic, and organizational aspects, and as it focuses on how translator trainers improve trainees’ competence in translation. In this context, two key terms should be taken into consideration during the process of translation. These refer to *micro level* and *macro level* achievements. Whereas *micro level* focuses on linguistic equivalence between SL and TL, *macro level* is related not only to linguistic equivalence, but also to other factors affecting the quality of translation, such as cultural, social and historical features. From this aspect, the overall aim of the process of translation teaching is to improve learners’ competence. This is because the definition of the term *competence* overtly refers to the knowledge that enables a translator to be able to perform translation between two languages, namely to gain linguistic competence (Palumbo, 2009). To sum up, one can conclude that learning targets in a translation teaching process can be achieved through a process-oriented teaching method that involves objectives determined at both micro and macro levels.

2.6.5 Assessment in translation classes

As regards assessment in translation, the tasks or the texts must be selected well so that the learners’ performance during translation between source text and target text may be evaluated correctly. This is because different skills and competences are necessary for different types of translation tasks, as the texts to be translated involve specific terminology and require background knowledge related to that content (Coban, 2015). There are three types of assessment in translation classes. These are formative assessment, based on evaluation during the teaching process; summative

assessment, based on evaluation at the end of a teaching process; and ipsative assessment, mainly based on the evaluation of current performance against previous performance (Sawyer, 2004). While evaluating a learner's performance in a translation class, the focal point in assessment is formative assessment and how it is based on translation teaching. This is because assessment procedure involves a critical process, and the selected assessment type may or may not be sufficient to appraise what is taught (Chappuis, 2014).

Martínez Melis and Hurtado Albir (2001) have supplied some basic guidelines to enable translation to be assessed objectively. First, the assessor must define assessment criteria related to the learning targets; the learners must be informed about these criteria; and the purpose of assessment must be defined. Second, the way the assessment will be performed must be determined. The following three basic types of assessment are available to translation assessors and involve different levels of objectivity: a) *Intuitive assessment*, commonly used for the criticism of published translations, is a subjective and impression-based form of assessment; b) *Partial assessment* is a limited form of translation assessment which does not set out to evaluate every single difficulty encountered or effective solution found in a translation as a whole; c) *Reasoned assessment* uses scales based on objective and reliable criteria to define errors in translation. Finally, in the light of the above, four recommendations are made by the authors: the use of objective criteria to define the types of error; the use of functionalist criteria to determine the importance of the error; giving credit for good solutions found in the translation process; taking a flexible approach to assessment.

Another approach to assessment was developed by Hurtado (1995), who classified three different kinds of translation error: a) Inappropriate interpretation, affecting the source text in terms of understanding (i.e., addition, omission, loss of meaning); b) Inappropriate interpretation, affecting the target language in terms of expression (i.e., spelling, grammar, lexical items); c) Inadequate interpretation, affecting the transmission of the primary or secondary function of the source text (as cited in Waddington, 2001).

Finally, in the light of the above, formative assessment can be seen to offer a wide spectrum of approaches to measuring learners' performance in translation classes. In

the learning process, the principal goal of formative assessment is to provide an ongoing process of assessment through feedback, self- and peer-assessment.

2.7 Review of Related Studies in the Research Context

In higher education, four types of assessment tasks are proposed. These are diagnostic, formative, integrative and summative tasks (Crisp, 2012). In this respect, in order to construct an academic background to the present study, in line with the relevant research context, this section gives a retrospective review of studies conducted on self-assessment using a formative technique, and highlights the pedagogical implications derived from the results and findings of the said studies. The review centers on two main issues: a) the use of self-assessment strategies in a classroom setting, and their implications for and effects upon foreign language learning, and b) translation teaching embedded with self-assessment strategies using a formative technique.

To begin with, the value of self-assessment and of teaching translation can be understood from instructors and learners' points of view; that is, from their beliefs about, perceptions of, and attitudes towards this issue. In this context, a considerable number of studies in the literature have indicated that both teachers and learners have a positive perception of the benefits of self-assessment and of teaching translation technique in the teaching and learning process. Liao (2006) conducted a study that focused on the role of translation. It investigated this issue in terms of Taiwanese college students' beliefs about the role of translation in an EFL context. The study revealed that, in spite of some conflicting beliefs stemming from learners' different understanding of the use of translation, most of the participants had positive beliefs concerning the use of translation in English teaching, and that their beliefs affected the way they selected their translation strategies. The significant result in the study was that students declared that translation played an effective role in their learning, especially in terms of the production of better English, acquisition of English language skills, and the completion of tasks. Panadero, Brown and Courtney (2014) conducted another study to investigate teachers' beliefs about and attitudes towards student self-assessment. The study, which used a survey research design, with a wide range of participants from primary school to university education, revealed that the majority of teachers had positive beliefs about and attitudes towards the use of self-

assessment strategy in their own courses. A similar study, which was based on an online survey, showed that peer and self-assessment were beneficial through effective feedback, a supportive learning milieu, and student collaboration; and it pointed out that such an assessment type enhanced students' feeling of responsibility for their learning (Ndoye, 2017). In line with above-mentioned studies, another similar study, using a quantitative research design involving participants in pre-university education, investigated the effect of a self-assessment process and the students' perceptions of the use of self-assessment strategy. The results of the study showed that the participants' perceived self-assessment as an effective learning tool and that the process of self-assessment improved students' metacognitive behaviors and awareness; but that they believed that self-assessment was not yet present at a satisfying level in the classroom (Shatri & Zabeli, 2018).

The first main issue is about how to implement the process of self-assessment, including how it will develop or affect learners' skills during the assessment process. The relevant studies, as well as highlighting teachers' and learners' positive perceptions, have dealt with the practical implications of self-assessment strategies and with the obstacles that might appear during AfL. Student self-assessment must not be regarded only as an assessment type; rather, it must be regarded as a step towards student self-regulation and academic performance (Brown & Harris, 2014). In examining the general implications of self-assessment, a study by Schuessler (2010) explained how it affected the assessment process. The study, which involved nine instructors and seventeen of their students taking part in focus group interviews, was built around the learning process rather than grading, and it attempted to explore the motivations for, barriers to and design implications of self-assessment. The findings of the study showed that the self-assessment process was effective in raising learners' motivation, despite some concerns about student judgment in terms of reliability. The authors suggested that formative feedback, increased dialogue and enhanced reflection could be useful in overcoming the difficulties in the process. Another striking finding of the study was that learners practicing self-assessment became better at feedback, forming criteria and grading.

Another positive factor of self-assessment, when it is used together with translation technique, is that it improves learners' vocabulary knowledge as they actively engage in the process. In respect of translation technique, a case study by Wan-a-rom (2010),

which investigated the impact of self-assessment on vocabulary knowledge, indicated that translation technique was crucial in helping learners to comprehend the meanings of the words and sentences in a text. Another study by Mican and Medina (2017), which used a mixed-method research design, examined the impact of the self-assessment of vocabulary competence upon learners' oral fluency. The study revealed that the involvement of the learners in the assessment process enabled them to become aware of their strengths and to monitor their own improvement, because they undertook responsibility for judgment. The most striking finding of the study was that goal setting was a crucial factor in the involvement of learners in the self-assessment process. In short, the study showed that there was a significant relationship between self-assessment and oral performance.

In conclusion, although the implementation of self-assessment might be regarded as a difficult process for instructors, in fact a simple process can help them construct a learning environment for self-assessment. A study conducted by El-Koumy (2010) illustrated how a self-assessment process might be implemented. The study was based on two experimental studies in higher education. While the first study examined the impact of student self-assessment with no assessment of achievement or academic thinking, the second study compared the impact of student and teacher assessment with that of self-assessment alone, on the basis of the same dependent variables examined in the first study. Based on the results and the findings gathered from these two studies, the following guideline for phased self-assessment was offered:

- a) Self-assessment awareness-raising: Students are informed about the purpose, technique, benefits of and barriers to self-assessment.
- b) Guided self-assessment practice: Students implement self-assessment strategies in line with teacher feedback.
- c) Independent self-assessment: Students assess their own work independently.

One of the issues surrounding self-assessment is related to accuracy. In this regard, Leahy, Lyon, Thompson and Wiliam (2005) claimed that student self-assessment generally resulted in accuracy and that it enabled students to understand the material from a different perspective. Likewise, a quasi-experimental study conducted by Thawabieh (2017) supported the idea of accuracy in student self-assessment. The study, involving university students, compared the students' self-assessment with

their teachers' assessment of them. The study found that the students could self-assess accurately, if they were informed about assessment criteria, if they were trained in how to conduct an assessment procedure, and if they were given feedback in the process. The study also indicated that the students' involvement in the assessment process made them feel self-confident, successful and satisfied with the scores. The findings of another study, conducted by McKevit (2016), were similar to those of the previous studies, as they confirmed the accuracy of student self-assessment. The study, based on a mixed method approach, indicated that teacher feedback and the use of a rubric containing assessment criteria were effective in improving the students' assessment of their own performance, and that teachers should be conscious of the process of assessment in order to improve students' performance and to develop their capacity as assessors in the process.

In the same context, it is clear that determining the criteria for assessment affects the quality of the self-assessment process. A study by Andrade and Du (2007) examined the impact of criteria-referenced self-assessment on undergraduate learners' experiences. In the study, fourteen participants, who took a course involving self-assessment strategy, were interviewed in a focus group. The findings of the study indicated that the learners had positive attitudes towards self-assessment, and that self-assessment strategy contributed to the learning process and promoted motivation, quality of work, and the involvement of the learners in the assessment process. Another critical finding of the study was that the self-assessment process was complex, in terms of internalization and self-regulation. Likewise, a study by Brantmeier, Vanderplank, and Strube (2012) aimed to monitor the impact of criterion-referenced self-assessment instruments on students' improvement in language learning in a university context. The study revealed that criterion-referenced self-assessment differed from a traditional testing style as it provided a low-stakes assessment, and enabled the learners to get to know their weaknesses and strengths in the process of assessment.

Another issue is related to how the self-assessment process affects other skills. Over the past decade, much of the literature has indicated a strong relationship between self-assessment and other skills such as self-reflection, self-regulation and self-efficacy, and metacognition, especially in using formative assessment. In this research context, an experimental study, conducted by Kostonsa, van Gog, and Paas

(2012), revealed that self-assessment contributed to self-regulated learning, and that training in task-selection skills promoted self-regulated learning. A similar study, conducted by Panadero and Alonso-Tapia (2013), contributed to the view mentioned above by highlighting the important relationship between self-assessment and self-regulation in terms of improvement of learning. Similarly, Panadero and Jonsson (2013) conducted qualitative research that aimed to investigate the use of rubrics in a formative technique. In the research, 21 studies on the use of rubrics were reviewed using content analysis, and the general findings attained from the studies showed that the use of rubrics was a crucial tool in student learning. In addition, a general finding of the research was that by enabling learners to plan and to review their work, the use of rubrics supported their self-regulation and improved learning.

With regard to the relationship between self-regulation and self-efficacy, Clark (2012) claimed that self-regulated learners had a sense of self-efficacy that contributed to an effective study habit, which enabled them to plan and monitor time, become productive, and engage in an effective use of social resources. A meta-analytical study, by Panadero, Jonsson and Botella (2017), supported the idea mentioned above and emphasized the positive impact of self-assessment interventions on self-regulation and self-efficacy. Unlike the other studies discussed above, this study showed that gender and self-monitoring had more impact on self-efficacy than other components of self-assessment. Another experimental study, by Baleghizadeh and Masoun (2013), focused on the effect of self-assessment on students' self-efficacy in foreign language teaching. The study pointed out that the use of self-assessment in a formative technique promoted learning over time and facilitated communication between instructors and learners. A similar study, by Panadero and Romero (2014), widened the scope of context, by investigating the impact of self-assessment on the improvement of self-regulation, performance and self-efficacy. In the study, in which pre-service teachers took part and a quasi-experimental research design was used, two groups were formed to examine the impact of performing self-assessment with a rubric and without a rubric; one group used a rubric, while the other did not. The study revealed that the use of rubrics in the self-assessment process enhanced self-regulation, improved the participants' performance, and increased the level of accuracy of the self-assessment process, in contrast to traditional approaches to self-assessment.

In this context, a qualitative study examining the relationship between self-assessment and self-reflection, carried out by Swaran Singh and Abdul Samad (2013), indicated that self-assessment and the self-reflection of students were useful for teachers in improving instruction; and, specifically, that the use of a portfolio was an alternative assessment type that helped to improve instruction because, by constructing dialogue between the learners and their teacher for the improvement of instruction, it raised learners' confidence, motivation and achievement. In addition, Pastore's (2017) study, based on a review of the literature, highlighted the use of self-assessment strategies in higher education from three perspectives: reflection, metacognition and self-regulation, which are regarded as fundamental to learners' improvement in assessment.

The second main issue in the present study is related to translation teaching and the common problems that emerge during translation lessons in which self-assessment strategies are used. A review of the literature in this context highlights the possible barriers in the process of translation teaching and assessment. Wakim (2010) conducted one of the studies in this research context, focusing on the psycholinguistic and cognitive aspects of translation by creating a learner-centered assessment. The study aimed to develop an assessment tool to identify the difficulties that learners faced while translating from Arabic into English. Its findings highlighted the importance of using a collaborative approach to achieve translation competence, and the need for the active participation of learners in self-assessment. Another study conducted by Alfayyadh (2016) investigated how feedback culture is used in context of translator education programs. The study was designed as a qualitative multi-case study, one in Saudi Arabia and the other in United States. The results and findings of the study indicated that the participants in these two groups differed in terms of their perception and practice of feedback, and that an effective feedback culture must be designed in order to keep the feedback loop ongoing and active.

The other studies conducted in the research context have focused on a broad spectrum of the factors affecting translation quality. In a study involving adult learners studying French at university, Milcu (2012) examined the impact of assessment and self-assessment techniques on simultaneous interpretation. The results of the study indicated that linguistic, cognitive, social and emotional factors

made the assessment process difficult, and that the linguistic analysis alone of an interpretation activity was not adequate in constructing a pragmatic model of assessment or self-assessment. Similarly, a case study conducted by Károly (2014) focused on students' translation and communicative competence within a functionalist framework. In the study, two main approaches were adopted: a) a linguistic analysis of texts to identify the problems related to translation, b) semi-structured interviews to explore students' difficulties while translating the source text. The study revealed that the functional approach made the translation process between text and context easy and transparent, and it established that the general problems that learners faced were related to the level of register causing the problems in translation process and to individual difficulties stemming from social and cultural differences between the source text and target text. Another corresponding study by Yousofi (2014) investigated the common problems that novice English translators faced while translating a text from English to Persian, or vice versa. The study highlighted three problem areas: linguistic problems, emerging because of lexical and structural features; cultural problems, stemming from religious, social and political terms or expressions; and stylistic difficulties, as most of the participants did not consider the stylistic differences between the source and target texts. In the same way, a study conducted by Rafieyan (2016) investigated the relationship between national cultural distance and translation quality. In the study, in which undergraduate students of English translation from German and Korean universities were compared in terms of translation quality, it was found that cultural distance was a key factor affecting the quality of translation of culture-bound texts. The German students, whose culture was closer to that of Britons, were found to produce a higher standard of translation of culture-bound texts than the Korean students who were culturally distant to Britons.

To sum up, there is general consensus, in the current literature on translation teaching and assessment for learning, that assessment for learning makes an important contribution to the teaching and learning process, in terms of gaining certain skills and in the acquisition of language. Another general claim is that, among the factors that affect the quality of translation and assessment, it is not only linguistic features that are relevant, but also the cultural similarities and differences between source text and target text.

3. METHODOLOGY

3.1 Introduction

The present Ph.D. dissertation aimed to explore how to implement seven strategies of AfL within a framework of formative assessment, in translation classes in a university context, and, thereby, to enable learners to explore their strengths and weaknesses through formative assessment strategies in translation classes. To achieve the goals determined for the study, the research design took the form of a case study, in which the data were collected quantitatively and qualitatively, 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). To ensure the validity and reliability of the present thesis, the study was conducted in two consecutive phases: a pilot study and, thereafter, the main study.

3.2 Theoretical framework

3.2.1 Research design

In the literature, the research design of a study is based on the process of data collection, the instruments to be used, and the sampling method. In a study, the data collection procedure is provided by either a positivist method that uses a deductive approach to test a theory or an interpretive method that uses an inductive approach to build a theory. While positivist research uses quantitative data intensively, interpretive research relies heavily on qualitative data. Each type may sometimes benefit from both quantitative and qualitative data. On the other hand, a mixed-method research design is proposed when both quantitative and qualitative data are required (Bhattacharjee, 2012).

3.2.2 Quantitative and qualitative approaches

Quantitative research is used to examine the relationship among the variables statistically and it is based on experimental and non-experimental research designs. Qualitative research aims to use a broad explanation for behaviour and attitudes, and might be completed by variables, constructs, and hypotheses. Qualitative research is a mode of interpretative inquiry and uses a holistic approach, in which a problem or an issue is examined from various perspectives and in terms of various factors. In qualitative research, the data for the study are collected within its natural setting; and the researcher uses a theoretical lens, which is based on advocacy perspectives that generate the types of research question, and the data collection and data analysis procedures. The researcher implements the inductive process in five steps. In the first step, the researcher collects the data. In the second step, the researcher poses open-ended questions to the participants or records field notes. In the third step, the researcher analyses the data to form terms or categories. In the fourth step, the researcher attempts to find broad patterns, generalizations, or theories from themes or categories. Finally, the researcher places the generalizations or theories into the literature, and the data are interpreted (Bhattacharjee, 2012; Creswell, 2009).

3.2.3 Case study

Case study research is a method that intensively examines a phenomenon over time in its natural setting, and that may be employed either in a positivist manner for theory testing, or in an interpretive manner for theory building. Apart from several limitations, such as lack of experimental control and weak internal validity of inferences, case study is a powerful research design as it enables a broad and contextualized interpretation of a phenomenon within its natural setting. Case study is naturally interpretive; and so, it is based on an inductive technique, in which it starts from the more specific case site, and then spreads to a more general one to build a new theory or to expand the existing one. In implementing a case study, the following procedure may be applied. In the first step, theoretical and practical research questions related to the study are defined. This is followed by the formulation of some intuitive expectations regarding how the research questions in the study may be answered, or by the identification of some initial constructs to guide the study. The second step involves the selection of a case site, by means of

theoretical sampling, not random sampling. In the third step, instruments and protocols are formed. As the data in a research study are collected through interviews, an interview protocol is created, including the questions that will be used with the sample. The mode of questioning may take one of three forms: open-ended (unstructured), closed-ended (structured), or a mix of both of them (semi-structured). After this process, the interview respondents are selected. The fourth step involves the data collection process, which begins after the above-mentioned procedures have been completed. Recording the interviews, with the interviewees' consent, and taking notes during the interview process are useful, both in the subsequent transcription of the interviews and in the analysis of the collected data. In the fifth step, the collected data are analyzed in two different stages. The first of these is *within-case analysis*, in which the concepts and patterns that emerge at each individual case site are examined, assisted by techniques such as *coding strategy*, involving *coding*, *axial coding*, and *selective coding*. If the study involves multi-site case research, a second stage of data analysis known as *cross-case analysis* is required, in which the researcher attempts to explore similar concepts and patterns emerging from different case sites. The final step covers the stage of building and testing hypotheses, which focuses on emergent concepts and themes, the generalizability of these concepts and themes, and the construction of hypotheses (Bhattacharjee, 2012).

3.3 Research Design of the Present Study

This doctoral thesis was conducted according to a framework based on mixed methods approach, a case research design, an interpretive method, and a constructivist worldview. In the light of this theoretical framework, the following sections explain how the process of the study was conducted.

3.3.1 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 divided into two phases. The first phase involved a pilot study, conducted in the first semester, and the second phase involved the main study, carried out in the second semester. Before the study, the necessary permissions related to the study

were received from both the faculty of the university in which it was conducted and the Institute of Social Sciences of Istanbul Aydın University (see Appendices N, O, P, Q).

3.3.2 Pilot study

The pilot study was conducted with the second grade of the Department of Translation and Interpretation. Here, the researcher aimed to use all the materials and data collection tools that would be employed in the main study, scheduled to take place in the second semester of the academic year. The researcher completed the process of the pilot study in four weeks. In this process, an analytical rubric, a holistic rubric, an evaluation questionnaire, interview protocols, observation forms prepared by the researcher himself, and the informative texts to be used in translation classes, were used in a classroom setting with the students who took part in the pilot study. By doing so, the researcher aimed to obtain usable forms of the materials and the data collection tools before the main study. During the whole process of the pilot study, the materials and data collection tools that the researcher had developed to use in the main study were checked with the input of experts in the research field; and thereafter, they were used. Here again, the rationale of the pilot study was that it played the role of a filter to identify any shortcomings and to overcome any limitations which had not been anticipated beforehand. As such, the pilot study was the first step in overcoming any deficiencies related to the study.

3.3.2.1 Translation class evaluation questionnaire

In the present study, a Translation Class Evaluation Questionnaire, which was developed by the researcher, was used. An evaluation questionnaire serves to show the purpose and utility of a course and the focal point of the teaching, and to provide an evaluation of the process from the learners' points of view (Edström, 2008). A literature review reveals that course evaluation questionnaires generally focus on the following triad: a) teaching process, b) learners' roles, and c) instructor's role (Cassel, 1971; Clifton, 1978; Feldman, 1976). In the current 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). The original form of the questionnaire was formed according to the following dimensions:

a) Student's attitude towards the teacher's teaching method: The first section in the questionnaire puts an emphasis on the students' general positive and negative attitudes towards the teaching process embedded with AfL strategies.

b) Student's attitude towards his/her role as an assessor: This refers to the students' general positive and negative attitudes towards the self-assessment process, in which they undertake an assessor role.

c) Student's attitude towards the content of the translation classes: This dimension refers to learner's general positive and negative attitudes towards the translation classes.

After determining the dimensions and the items of the questionnaire, an expert's opinion about the items was taken; and then an instructor who was a native speaker proofread the items. In the second phase, the following steps were used to ensure the reliability and validity of the questionnaire:

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 (see Appendix H); 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 (see Appendix G). In conclusion, the final form of the questionnaire involved 24 items (see Appendix F). The following items were removed from the questionnaire:

Translation classes are useful for my improvement in foreign language learning.

The targets of the translation classes are clear enough for me to understand.

The teaching method in translation classes is effective in making me an active learner.

The content of the texts in the translation classes is adequate for me to improve my foreign language.

I can understand the intended meaning while doing translation.

I feel self-confident in the translation classes.

The teacher does not use an effective teaching method.

The translation classes enable me to monitor my progress in translation.

I think that assessing my own translation improves my performance in translation classes.

While translating a text, working in a group enhances my performance in translation.

I cannot concentrate on the activities in the translation classes.

The factor analysis of the items resulted in a questionnaire consisting of seven factors. The factors are given in the following table.

Table 3.1: Final form of the questionnaire

Factors	Items	Number of items
Factor 1	Learner's attitude towards teacher's teaching method and its effect on his/her own improvement.	1, 2, 3, 4, 5, 6, 7, 8
Factor 2	Learner's attitude towards self-assessment.	9,10,11
Factor 3	Learner's negative attitude towards translation classes.	12,13,14,15
Factor 4	Learner's positive attitude towards his/her own improvement in vocabulary and grammar.	16, 17, 18
Factor 5	Learner's negative attitude towards peer-assessment.	19, 20
Factor 6	Learner's positive attitude towards peer-assessment.	21, 22
Factor 7	Learner's general negative attitude towards translation classes.	23, 24

3.3.2.2 Analytical translation rubric

Although rubrics are well-known as an instrument used in summative assessment, the use of rubrics in formative assessment has recently gained importance because it provides transparency in the assessment process and supports feedback and self-regulation (Panadero & Jonsson, 2013). In self-regulation, learner perception of rubric use is positive as it provides “self-regulation by guiding them through the stages of goal setting, planning, self-monitoring and self-reflection” (Wang, 2017, p. 1280). In addition to this, the use of assessment rubrics in a translation class is of importance as they provide criteria and quality in a teaching process in which learners are active participants supported by feedback and self-assessment (Hurtado

Albir, 2015). Furthermore, while developing a rubric for assessment, the central point to be considered is the clarity and appropriateness of the language used (Reddy & Andrade, 2010).

In the light of the benefits of the use of rubrics mentioned above, the context of the present study required that a rubric be used. In this respect, several translation assessment rubrics, as described below, guided the development of a new rubric to be used in the translation lessons in this study. The first of these was a rubric developed, in line with general principles of translation assessment, by Khanmohammad and Osanloo (2009). The rubric consists of five items, with a potential total score of 100 points. The items in this rubric assess, respectively, accuracy (30%), finding equivalence (25%), register and TL culture (20%), grammar and ST style (15%), and the last item involves shifts, omissions, additions and inventing equivalents (10%). Another rubric, developed by Hurtado Albir (2015), focuses on three key points with sub-details. These are: a) conveying the meaning of the source text (40%), b) composition in TL (40%), c) level of communication of TT (20%). Finally, in addition to the above-mentioned information, equivalence between two languages has been analysed in terms of five key points: word, above-word, grammatical, textual and pragmatic levels (Baker, 1992). The translation rubric used in this study was formed on the basis of these cornerstones (see Appendix A).

In designing the rubric to be used in the translation classes, a top-down approach and the following procedure were used. Brookhart (2013) proposed four stages in a top-down approach: a) determine the qualities desired and define performance levels for each of these criteria along a continuum towards the target achievement; b) set the performance criteria on an analytical or holistic scoring scale; c) redesign the general scoring rubric for the specific learning goal; d) use the rubric in a pilot study (assessing student performance) and construct the final form of the rubric. In a broader framework, Allen and Knight (2009) determined the following steps in developing a collaborative rubric and validating it. First, the objectives and targets of the course are determined and the related literature is reviewed; then, the rubric is developed and a two-test process is performed. Next, having identified any problems with the rubric, the structure of the rubric is modified and its content reformed. Finally, the construct validity, accuracy, and consistency of the rubric are proved.

In the light of the literature mentioned above, the participants in the study were informed, respectively, about equivalence between two languages (Baker, 1992), and how to use a rubric in a translation class. The rubric training was given according to some basic principles determined by Brookhart (2013). During the training, the following procedure was followed. The original and extended form of the rubric, which was developed by the researcher according to Baker's book titled *In Other Words*, was distributed to the learners, and then they were informed about the criteria in the rubric. They were asked to discuss the criteria and to write down some key questions about the criteria, which they could not answer individually. Later, they were asked to study the criteria of the rubric in group work. Where necessary, to overcome any misunderstandings or confusion related to the criteria in the rubric, the researcher discussed the criteria with the learners in order to edit the rubric again. As a result, student-friendly language was used to provide clarity; and, finally, an understandable form of the rubric was created. After the completion of this process, 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). By doing so, the researcher was able to compute the intra-rater reliability as well as inter-rater reliability.

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 (see Appendix B).

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 3.2: *Kappa Value* between Rater 1 and Rater 4

	Kappa Statistic	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 (see Appendix C).

3.3.2.3 Qualitative data collecting tools

In this phase of the pilot study, the qualitative data collection tools were administered, and the shortcomings of the tools were determined. In this process, interview protocols, an observation form and checklists were used. In the light of the responses given by the learners, the researcher reconsidered all of the questions in the tools and removed those which were irrelevant in the context of the present study. In addition to this, some of the questions were modified, and the final versions of the data collection tools were formed. The process of the pilot study formed the basis of the main study and made the tools clear and easy to understand for the participants in the main study.

3.3.2.4 Texts

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.

3.3.3 Main study

The second phase of the study involved the main study which was conducted in three steps, covering the process of pre-study, while-studying, and post-study. Here, the data collection tools, the final forms of which had been formed in the pilot study, were used. In this respect, the data collection tools used in the main study were interview protocols, an observation form, rubrics, student diaries, and the course evaluation questionnaire. The following steps explain how the process of the main study was carried out.

The first step in this phase was a pre-study process, in which the following procedure was implemented. First, the participants' consents were received in the first week of the study. In this phase, they were given information about the teaching and learning process which they would go through.

The second step involved the implementation of the main study, in which formative assessment was actively used in translation classes, in a circle revolving around seven strategies of AfL. This process covered twelve weeks. The texts, which had been selected during the pilot study, were used following the principles and sequence of the seven strategies of AfL. This formative assessment procedure, based on feedback and self- and peer-assessment, was used throughout the whole study. When students assessed their translations, they were encouraged to use a translation rubric and a holistic rubric for self-assessment. During the implementation of the AfL strategies, after each text, the students kept a diary in Turkish to disclose the impact of self-assessment on them. After completion of each text translation, semi-structured and focus group interviews were held to explore whether the students had met the goals determined before the lesson. In addition, the students' drafts were used to monitor the changes they made after the process of AfL. On the whole, the case research procedure was followed step by step.

The last step involved the 14th week of the study. After the whole process of the study had been completed, the researcher analyzed the data gathered from the case study. The results and the findings were discussed in the light of the previous studies conducted in the research context. In this process, the limitations of the study were determined and, finally, a general conclusion was drawn and the pedagogical implications of the study were examined through a theoretical lens.

3.3.3.1 Instructional design of the teaching method

The teaching method of the present study was based on the strategies of AfL. In this respect, the following steps were formed according to Seven Strategies of AfL (Chappius, 2005, 2015) and in relation to the concept of equivalence between two languages (Baker, 1992; Halliday & Hasan, 1976). Within this framework, a comprehensive teaching method was designed to achieve the intended learning targets in the study, which foregrounded the interrelated steps of the strategies of AfL as follows:

In the first step, the targets of the lesson were clearly provided, in student-friendly language, to show the learners where they were going in the translation lesson. Here, the *skopos* of the text was identified through a scenario creating activity, which played a key role in taking the learners to the next step in translation.

In the second step, anonymous strong and weak samples of text translated from source language to target language, here English to Turkish, were given to the learners. First of all, the strong sample was analysed and assessed by the learners; and, thereafter, they analysed and assessed the weak sample. The aim of this strategy was to enable the learners to understand what constituted a perfect performance in a translation class, and to identify their strengths and weaknesses before their own act of translation. In this part of the process, the analyses of the source and target texts were made in terms of macro level and micro level dimensions. According to Giaber (2018), macro analysis is the process of reading the source text and identifying text features, in terms of “its context, format, subject, communicative function, text type, audience and tone” (p. 263); and, following macro analysis, micro analysis goes through the same process, in terms of the “nature of its lexical items, grammatical structures, and stylistic features in view of the text’s theme, communicative function, text type, audience and tone” (p. 263). In this framework, the weak and strong samples were analysed and assessed in relation to Baker’s (1992) equivalence theory. The quality of the translation between the two languages was assessed through a translation rubric, involving levels ranging from *Poor* to *Excellent* (see Appendix A).

To sum up, the first and the second steps enabled the learners to be involved in a process of learning, in which they, in consideration of learning objectives, identified their strengths and weaknesses related to the text in the samples. To this end, as in

the next step, they were given feedback related to the samples that they analysed and assessed.

In the third step, learners were oriented to be able to monitor their existing knowledge in translation. Hence, descriptive feedback was given to the learners after the analyses of the strong and weak samples. Students used *traffic lights* (*yellow, green* and *red*) to identify the level of the feedback they needed. After receiving the descriptive feedback related to the samples, the students undertook their own act of translation. That is to say, the learners were given descriptive feedback twice: first after the analyses of the samples of high and low quality translation and, then, after completion of their own translations.

In the fourth step, the students went through a process similar to the one described above. Having received feedback related to the samples mentioned in the first phase, and having then produced their own translations, the students assessed them according to the translation rubric used in the second step, and identified their strengths and weaknesses accordingly. Taking both the macro and micro levels of translation teaching into account, the learners were oriented to analyse their translations in terms of common errors occurring during the translation process. The aim of the fourth step was to enable the learners to gain skills in setting goals and in self-assessing their own performance and achievement, in relation to their own translations. At the end of this step, they were given descriptive feedback related to their own translations.

In the third and fourth stages, the learners were engaged in a process of getting to understand their existing knowledge in line with the learning targets. These two steps enabled the learners to determine their existing knowledge in translation. Following these steps, the learners were encouraged to close the gap in the learning process, as in the following steps.

In the fifth step of the teaching process, the learners were oriented to focus on the aspect of translation quality to identify what they had or had not achieved. That is to say, they engaged in a feedback loop process to diagnose their needs in learning.

After the step mentioned above, step six required the revision of the learners' own translations from source text to target text. After those aspects with which they

frequently had difficulty had been identified in the previous step, the learners were oriented to overcome these gaps in knowledge in their translations.

In the last phase of the teaching method, the students were encouraged to keep a portfolio. Documenting their work in a portfolio enabled the students to evaluate their real performance; by reflecting on their translations in this way, they engaged in a process of keeping track of their improvement.

The entire process in the present teaching method was based on constructivism, in which learners went up a staircase and, at each step, constructed their knowledge by reflecting on their translation. Reflection enabled them to identify their errors during the process, and then they attempted to regulate themselves at the end of the teaching process. The whole process, which involved reflection, identification of the errors, and self-regulation, made the teaching process transparent for the learners and helped them to achieve the targets determined at macro and micro levels in the translation pedagogy.

3.3.3.2 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 class for the first time, so all of them were novices in the translation class. 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. The score interval for admission to the Department of Translation and Interpretation was between 289.45433 and 399.24273 (OSYM, 2017). On this basis, the first grade students were selected for the main study. In addition, it was assumed that this research sample would generate observable data, in terms of process-based improvement in translation classes.

3.3.3.3 Interviews

In the present study, two interview protocols were used: a) a semi-structured interview for course evaluation, and b) a semi-structured face-to-face interview.

To evaluate learners' attitudes towards the teaching method, a semi-structured interview for course evaluation was used. The interview was conducted in relation to the content of the course evaluation questionnaire in order to identify other unpredictable issues related to the teaching method and to receive a wide range of learner opinion about the whole process. The interview was administered before and after the study to explore the students' positive or negative attitudinal changes towards the translation classes (see Appendix I).

In addition to the interview protocol which was administered at the beginning and at the end of the study, the researcher used semi-structured, face-to-face interviews to gather qualitative data during the process. In this respect, the researcher preferred using focus-group interviews to identify what the participants thought about the implementation of the AfL strategies during the translation of each text in the study (see Appendix J).

According to the literature, the focus-group interview is a useful medium for collecting qualitative data, as it provides reliable data at the hand of a talented researcher (Dilshad & Latif, 2013). During the implementation of a focus-group interview, the first key step is to choose the correct population sample. That is, in designing such an interview, the researcher must choose suitable participants who are capable of making an in-depth analysis of their content-based experiences and who have specific problems in the research context, which may reveal the most outstanding themes, quotes, and findings (Breen, 2006). Other issues to be considered in this type of qualitative research are the number of the participants taking part in the interview and the approach to data analysis. The recommended number of participants is between 6 and 8 participants who have a similar background. Here, the aim is to identify a broad spectrum of views on the research topic. To this end, the researcher uses a thematic analysis, in which the collected data are formed into smaller segments, and an inductive approach is used to analyse the data in depth and to identify the relationships between the issues from the participants' points of view (Hennin, 2014).

On the basis of the principles of focus-group interviews and semi-structured interviews for course evaluation mentioned above, the researcher aimed to: a) help participants to think and reflect on what would happen next, b) engage the participants in the process, c) help the participants to be aware of the process, and d) perform an in-depth analysis of the teaching process. During the interviews, the students were allowed to use their native language Turkish, because using their native language facilitated the way in which they expressed themselves. Furthermore, the researcher recorded and transcribed what students said. After the interviews were completed, the researcher translated the transcribed interviews into English.

3.3.3.4 Observation

Another aim of the present study was to monitor the students' performance, their interaction in a group, and the impact of self-assessment on them, and, thereby, to explore how the seven strategies of AfL were implemented within the whole process. From this perspective, the researcher observed the whole process in a classroom setting. 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 class 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. While using the field note technique, the researcher aimed to find the possible answers of some key questions that shed a light to the present study. Lastly, this section involved two data collection tools (see Appendices K and L).

3.3.3.5 Rubrics

In the main study, an analytical translation rubric was used. The rubric was developed according to Baker (1992), and its final version was formed in the pilot study. The rubric analyzed equivalence between the two languages in terms of lexical, grammatical, textual, and pragmatic facets. During the study, learners were trained in how to use the rubric in the assessment of their translations (see Appendix A).

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 (see Appendices D and E).

3.3.3.6 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 a translation class, keeping a translation diary gives detailed information related to the process of translation teaching. This is because, in addition to the knowledge that a translation diary presents the teacher about learners' common errors and shortcomings, keeping a diary in a translation class causes learners to develop critical thinking skills, to reflect on the translation task, to perform assessment and to create solutions for various translation mistakes; and also, as it increases the level of the learners' self-confidence, they can take on responsibility for their own decisions (Fox, 2000).

In the light of the above-mentioned advantages of keeping a diary, the researcher used student diaries as a research tool in the present study. In this way, the researcher was able to interpret the research process through the students' points of view; and so, the questions in the diary were generated in such a way that adequate data could be collected after the implementation of the AfL strategies (see Appendix M).

The data gathered from the student diaries were analyzed according to the principles of qualitative data analysis. According to Miles and Huberman (1994), while analyzing qualitative data, the first step involves raw codes which are created in the

raw data. Then, these codes are replaced with words and sentences to create a meaningful form. Next, the created codes are combined to form a category of codes. Finally, these categorized codes are analyzed thematically.

3.3.3.7 Translation class evaluation questionnaire

In the present study, a Translation Class Evaluation Questionnaire, which was developed by the researcher, was used. The aim of the questionnaire was to provide quantitative data to examine the learner's attitude towards the translation classes. As such, the qualitative data gathered to explore the students' attitudinal changes were confirmed by quantitative data. The questionnaire was used in the pilot study and its reliability and validity were established. Here, the Cronbach's alpha of the questionnaire was found to be .825, and 24 items were identified to examine the learners' attitudes.

The following table gives an outline of the research design of the present study, including the research questions, the purposes it aimed to achieve, and the relevant data collection tools used in the main study.

Table 3.3: Research questions and relevant data collecting tools

Research Questions	
RQ1	What are the students' attitudes towards the use of seven strategies of Assessment for Learning in translation classes?
Purpose	The purpose of the study is to determine the students' attitudes towards the use of seven strategies of AfL in translation classes.
Data Collection Tools	In-classroom observation, the researcher's field notes (<i>Field Method</i>) Translation Class Evaluation Questionnaire, pre-and post-semi-structured interviews
RQ2	What are the contributions of involvement in self-assessment to the students' translation process?
Purpose	The purpose of the study is to explore the contribution of self-assessment to the translation learning process.
Data Collection Tools	Rubric (ongoing self-assessment/descriptive statistics) In-classroom observation, the researcher's field notes (<i>Field method</i>) Student diaries (kept in Turkish) Semi-structured interviews after the implementation of the strategies of AfL in translation classes (<i>Focus-group</i>) Students' drafts (identifying the changes they had made after the self-assessment process)
RQ3	What are the challenges that students experience during the Assessment for Learning procedure?
Purpose	The purpose of the study is to show the extent to which self-assessment facilitates the learning process, and it aims to explore the challenges that students experience during the self-assessment process in translation classes.
Data Collection Tools	The researcher's field notes (<i>Field method</i>) Student diaries (kept in Turkish) Semi-structured interviews after the implementation of AfL strategies in translation classes (<i>Focus-group</i>)

3.3.3.8 Use of the selected texts in an AfL framework

The informative text-types were chosen to enable the learners, in translation classes from English to Turkish, to perform a comparative analysis of linguistic components between the two languages, and to form functional equivalence or correspondence between ST and TT. Valdeón (2009) identified the content of informative texts as follows:

Informative texts are also characterized by the presence of specialized information about concrete topics, issues, subject matters, objects, destinations, etc. Information here is specialized in that it refers to specific topics and requires a limited use of specific lexis (p.77).

Given that the present study focused on the improvement of the learners and their progress in the process of translation teaching, a linguistic approach was preferred. To this end, Baker's (1992) and Halliday and Hasan's (1976) equivalence theory was used in the analyses of the translations of the selected texts. On reviewing the above-mentioned corpus of translations, one observes that it was based on an equivalency paradigm, as opposed to the macro-scale decisions adopted in translator training today. That is to say, translators in the past adopted source text oriented decisions without any regard to the textual conventions of the target culture, or the function of translations in the target culture, which requires uniting top down decisions with bottom up, or linguistic decisions (Yazıcı, 2007). In this study, as well as choosing the proper approach and determining the course objectives beforehand, the learners' background knowledge and their interests were considered, because a translation lesson plan tailored to the targets to be achieved should also be structured according to the students' profiles and their expectations (Way, 2000). In this respect, when the above-mentioned features of informative texts are taken into consideration, it may be concluded that using such texts might be beneficial in terms of learner improvement and helpful in arousing interest in the teaching and learning process. On this basis, the following current informative texts were selected.

Table 3.4: Types of text

Texts	General Learning Targets	General Learning Outcomes
Translation of a news article	Providing an understanding of a translation process based on equivalence between English and Turkish	Acquiring the skill of translation based on equivalence between two languages, English and Turkish
Translation of a User's Manual (Nikon)	Providing an understanding related to the different content of text genres, and thereby providing different kinds of lexical patterns, implicit and explicit meanings, and sentence structures	Acquiring the skill of translation at macro and micro levels
Translation of a report related to economics	Providing an understanding related to the different content of text genres, and thereby providing different kinds of lexical patterns, implicit and explicit meanings, and sentence structures	Acquiring the skill to translate a wide range of texts and the knowledge of equivalence
Translation of a contract involving advertising terms and conditions	Encouraging the students to engage actively in the teaching and learning process	Acquiring the skill of assessment for learning

As the present study concerned only text translation from SL to TL, the initial issue was to choose suitable and usable texts to provide valid outcomes during the study. After the selection of the texts used in the study, another issue was to establish the validity of the translation of the texts. To provide validity and equivalence in the translation of the texts, a back-translation technique was used, because “to see whether an equivalent is natural or directional, the simplest test is back-translation. This means taking the translation and rendering it back into the source language, then comparing the two source-language versions” (Pym, 2010, p. 30).

In this framework, throughout the whole study, the students' own translations were firstly back-translated by the researcher to identify the errors they had in common; and all of the students were oriented to back-translate their sentences to identify the errors or mistakes in their own translations.

While translating the texts, the principles of the *Translation task and project-based approach* (Hurtado Albir, 2015; Hurtado Albir & Pavani, 2018) were partly used. In this approach, the process of translation follows six successive steps. First, the selected source text is analyzed. Second, the source text is summarized in the target language to elicit the gist of the source text. Third, to extend the translation, the information in the source text is extended in the target language. Fourth, the source text is translated in various forms for comparison. Here, the aim is to explore errors and to find suitable solutions to overcome the errors identified. Fifth, the translation

from ST to TT is checked. Sixth, the translated text is corrected through error identification.

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 classes.

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

3.3.3.9 Data analysis

In this phase of the study, the researcher analyzed and interpreted the data gathered from the study. As stated before, the study was designed according to three steps (pre-study, while-studying, and post-study processes). In quantitative data analysis, descriptive and inferential statistics were used. In qualitative data analysis, the researcher analyzed the collected data in terms of themes, perspectives, and reports taken during the implementation of the formative assessment procedure. While analyzing the qualitative data, the researcher followed the steps given below (Bhattacharjee, 2012):

1. Organization and preparation of data: This step covered the first process of analysis, in which the collected data were organized as different types (e.g., transcription of interviews and arranging the themes in field notes).
2. Reading through all data: In this step, all collected data were checked in terms of overall meaning, the participants' ideas, overall depth and credibility.

3. Coding data: The coding system involved the process of reorganizing the data in chunks and segments in order to make the collected data meaningful.
4. Interrelating themes and descriptions: In this step, as well as themes and categories, the researcher used the coding system to generate a description of participants, tasks, and the classroom setting in which the whole study was carried out.
5. Interrelating theories and descriptions: In this step, the researcher determined how the descriptions and themes were represented in the qualitative study. In other words, a detailed analysis of prominent themes and sub-themes, and interconnection among the themes was made.
6. Interpretation of data: In this step, the outcomes of the study were interpreted, and then they were discussed in the light of the relevant literature.

To sum up, the qualitative data were interpreted according to recurring themes. As well as the above-mentioned method, the researcher also used a similar method called *Field Methods* (Ryan & Bernard, 2003). This analysis enabled the researcher to focus on four basic steps: a) determining themes and sub-themes, b) discovering the most important themes, c) constituting hierarchies of themes, and d) interpretation of the themes in a theoretical model.



4. DATA ANALYSES AND FINDINGS

4.1 Introduction

The present study was based on three research questions. To this end, the research context was designed to examine the participants' attitudes towards the translation classes and their attitudinal changes in the process, to determine the effect of the seven strategies of AfL on their involvement in translation classes, and to explore the challenges that they faced in the implementation of the strategies. In this respect, the following data analyses were performed in accordance with the research context of the study.

4.2 The Students' Attitudes towards the Translation Classes

The first step of the study involved the learners' attitudinal changes in the teaching and learning process. In this respect, the learners' attitudinal changes before and after the study were observed. 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. Here, the main purpose of collecting quantitative data was to investigate all of the participants' attitudinal changes and to provide objectivity in the interpretation of the qualitative data.

4.2.1 The analyses of the pre-and post-interviews

Of the research questions mentioned above, the first phase of the study aimed at observing the participants' attitudinal changes in the translation classes in which the method involving strategies of AfL was intensively used. Here, the data related to the learners' attitudinal changes towards translation classes 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. To this end, the following qualitative data analyses, gathered at intervals, were interpreted according to the aforementioned research context of the study.

4.2.1.1 The students' attitudes towards the teaching method and the content of the translation classes

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 classes 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 class, the practices used beforehand were claimed by a number of students to be inadequate for them to improve in translation classes. However, the post-interview revealed that this view had changed, as few students claimed that the practices used in the translation classes 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 classes 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 class was more fruitful for me." (Student 5)

Pre-study: "I do not think that the method used in the translation class is effective." (Student 6)

Post-study: "I think that the method used in the translation class was effective, because it enabled everyone to take over an active role." (Student 6)

Pre-study: "The teaching method in translation class is inadequate and time-consuming, so a different method might be better." (Student 24)

Post-study: "The teaching method in translation class was effective and well-organized because we made translations to improve our skills in translation." (Student 24)

Similar results were observed for the content of the translation classes. Although, before the study, fewer than half of the students expressed the view that the content of the translation classes 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 classes 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 class." (Student 21)

When the text types used before in the translation classes 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 class. The following extracts support this claim.

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

Post-study: "The texts which were used in the translation classes 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 classes 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 classes might be developed by considering indifferent students and in-class participations." (Student 6)

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

4.2.1.2 The students' attitudes towards self-assessment and their own roles in translation classes

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 class, 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 class. This is because I am a timid student." (Student 15)

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

Pre-study: "I am passive in my translation class 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 class." (Student 24)

When the learners' proficiency levels are considered in translation classes, 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 classes. 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 classes 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 classes was good when I consider my exam scores." (Student 6)

Post-study: "Thanks to the texts that I translated during the translation classes, I think that I have made an improvement in the translation classes." (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 class, because I believe that I can make a correct translation." (Student 19)

Post-study: "My proficiency level is excellent in the translation class. 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 class. (Student 21)

Post-study: I think that I was sufficient in the translation class, 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 class, but it was not important as I eagerly translated them."
(Student 19)

4.2.1.3 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.

4.2.1.4 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 classes. 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 class, 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 classes 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 classes 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 class is a bit inadequate for me to be an active learner.” (Student 10)

Post-study: “The translation class was designed well enough to make me an active learner.” (Student 10)

Pre-study: “The teacher encourages us to be active learners, but I sometimes hesitate for fear of doing mistake in the translation classes.”
(Student 21)

Post-study: “At the beginning of the term, I used to hesitate in making translation, because I thought that I was worse than my friends. But later on, the teacher gave us weak and strong samples in each translation which I firstly experienced. This method made me courageous and so I began to love the translation class more and more in the course of time. I think this method brought a new dimension to the translation class.” (Student 21)

4.2.2 The analyses of the translation class evaluation questionnaire

In this phase of the study, the students’ attitudinal changes towards the translation class were examined. The first purpose of this phase is to provide quantitative data as well as the aforementioned qualitative type. The second one is to analyze all the students’ attitudes by involving all of them in the process. The following Tables, involving descriptive statistical analyses, show their attitudinal changes in terms of the present teaching method, self- and peer-assessment, and negative and positive attitudes towards translation classes.

Table 4.1: Learner’s attitude towards the teacher’s teaching method and its effect on his/her own improvement

Items	SD	Pre-study						Post-study					
		D	NI	A	SA	Mean	SD	D	NI	A	SA	Mean	
Item 1. In translation classes, the teacher’s way of giving instruction is clear.	f 6 % 15.8	13 34.2	2 5.3	15 39.5	2 5	2.84	—	5 13.2	3 7.9	25 65.8	5 13.2	3.78	
Item 2. The teacher organizes the learning process well.	f 2 % 5.3	15 39.5	5 13.2	14 36.8	2 8	2.97	—	3 7.9	8 21.1	20 52.6	7 18.4	3.81	
Item 3. I find the teacher’s teaching method useful for my improvement in translation.	f 3 % 7.9	12 31.6	3 7.9	13 34.2	7 18.4	3.23	3 7.9	1 2.6	5 13.2	19 50.8	10 26.3	3.84	
Item 4. I find the teacher’s feedback motivating for my improvement in translation.	f — % —	16 42.1	7 18.4	13 34.2	2 5.3	3.02	—	4 10.5	11 28.5	12 31.6	11 28.5	3.78	
Item 5. The teacher encourages me to be an active learner.	f 4 % 10.5	17 44.7	1 2.6	11 28.5	5 13.2	2.89	—	7 18.4	12 31.6	13 34.2	6 15.8	3.47	
Item 6. I find the communication between the teacher and the students positive.	f 1 % 2.6	1 2.6	4 10.5	21 55.3	11 28.5	4.05	—	1 2.6	8 21.1	19 50.8	10 26.3	4.00	
Item 7. The content of the translation classes is adequate for me to identify my strengths and weaknesses.	f 9 % 23.7	12 31.6	6 15.8	8 21.1	3 7.9	2.57	3 7.9	5 13.2	9 23.7	15 39.5	6 15.8	3.42	
Item 8. I think that I have made an improvement in translation.	f 2 % 6.3	8 21.1	7 18.4	17 44.7	4 10.5	3.34	1 2.6	2 5.3	7 18.4	19 50.8	9 23.7	3.86	

Table 4.1 gives the quantitative analyses of the learners' attitudes towards the teaching method and its effect on their own improvement in the translation classes. 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 classes 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 classes. When Item 7 is considered, originally a small number of the students pointed out that the content of the translation classes 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 classes 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 classes, but in the post-study the proportion was higher than in the pre-study. That is to say, a high percentage of them agreed that

they made an improvement in the translation classes. In conclusion, when the mean scores in all of items were considered, a significant difference was clearly observed between the students' attitudes before and after the study towards the teaching method used in the translation classes. That is, the negative attitudes of most of the students had turned positive after the study.

Table 4.2: Learner's attitude towards self-assessment

Items		Pre-study						Post-study					
		SD	D	NI	A	SA	Mean	SD	D	NI	A	SA	Mean
Item 9. I like taking an active role in the translation classes.	f	3	9	7	12	7	3.28	2	6	10	12	8	3.47
	%	7.9	23.	18.	31.	18.		5.3	15.	26.	31.	21.	
Item 10. I can explore the errors in my translation.	f	4	14	1	14	5	3.05	—	4	7	25	2	3.65
	%	10.	36.	2.6	36.	13.			10.	18.	65.	5.3	
Item 11. I can determine the level of my performance in translation.	f	4	13	8	10	3	2.86	2	3	11	16	6	3.55
	%	10.	34.	21.	26.	7.9		5.3	7.9	28.	42.	15.	
		5	2	1	3				9	1	8		

Table 4.2 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 classes. Here, while the pre-study indicated that nearly half of the students claimed to like taking an active role in the translation classes, 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 classes. 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. In conclusion, the mean scores in all of the items revealed attitudinal changes in the students after the study.

Table 4.3: Learner’s negative attitude towards translation classes

Items		Pre-study						Post-study					
		SD	D	NI	A	SA	Mean	SD	D	NI	A	SA	Mean
Item 12. The translation classes make me feel under pressure.	f	4	3	4	12	15	2.18	16	14	2	4	2	4.00
	%	10.	7.9	10.	31.	39.		42.	36.	5.3	10.	5.3	
		5		5	6	5		1	8		5		
Item 13. At the beginning of the translation classes, I am already thinking about failure.	f	3	7	3	11	14	2.31	15	9	10	3	1	3.89
	%	7.9	18.	7.9	28.	36.		39.	23.	26.	7.9	2.6	
			4		9	8		5	7		3		
Item 14. When I am asked to check my translation, I hesitate for fear of finding my errors.	f	1	9	5	12	11	2.39	16	12	5	4	1	4.00
	%	2.6	23.	13.	31.	28.		42.	31.	13.	10.	2.6	
			7		2	6		1	6		2		5
Item 15. I do not like joining in the activities in the translation classes.	f	—	6	8	17	7	2.34	19	13	3	2	1	4.23
	%		15.	21.	44.	18.		50	34.	7.9	5.3	2.6	
			8		1	7			2				

In this phase, the students’ negative attitudes towards the translation classes were taken into the consideration; and here, Table 4.3 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 classes. 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 classes, 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 classes. 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 class 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 classes, the post-study revealed that most of them had become eager to participate. In conclusion, the mean scores in all of the items showed the extent to which the learners’ attitudes towards translation classes had changed after the study, when compared to before it.

Table 4.4: Learner’s positive attitude towards his/her own improvement in vocabulary and grammar

Items	Pre-study						Post-study					
	SD	D	NI	A	SA	Mean	SD	D	NI	A	SA	Mean
Item 16. During translation, when I find my own mistake in a sentence and correct it, I feel more eager to translate the next sentence(s).	f 2	5	6	10	15	3.81	2	1	4	16	15	4.07
	% 5.3	13.	15.	26.	39.		5.3	2.6	10.	42.	39.	
		2	8	3	5				5	1	5	
Item 17. I have recognized that my grammar has improved in the translation classes.	f 7	17	4	7	3	2.52	4	5	7	17	5	3.36
	% 18.	44.	10.	18.	7.9		10.	13.	18.	44.	13.	
		4	7	5	4		5	2	4	7	2	
Item 18. Thanks to translation, I have made an improvement in vocabulary.	f 3	8	1	16	10	3.57	—	4	3	20	11	4.00
	% 7.9	21.	2.6	42.	26.			10.	7.9	52.	28.	
		1		1	3			5		6	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. Consequently, the results of the mean scores in these items supported the interpretation made above.

Table 4.5: 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.	13.	18.	36.	18.		31.	42.	15.	2.6	7.9	
		2	2	4	8	4	6	1	8			
Item 20. I do not want my friends to correct my mistake(s) in the translation classes.	f 2	8	3	16	9	2.42	17	11	4	3	3	3.94
	% 5.3	21.	7.9	42.	23.		44.	28.	10.	7.9	7.9	
		1		1	7		7	9	5			

Table 4.5 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 4.6: 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.	2.6	50	23.		13.	10.	2.6	50	23.	
			8			7		2	5			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.	18.	34.	18.	2.6		23.	15.	28.	26.	5.3	
		3	4	2	4			7	8	9	3		

In contrast to Table 4.5, Table 4.6 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 4.7: Learner’s general negative attitude towards translation classes

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 classes.	f	3	6	4	20	5	2.52	14	16	5	2	1	4.05
	%	7.9	15.	10.	52.	13.		36.	42.	13.	5.3	2.6	
			8	5	6	2		8	1	2			
Item 24. I do not find the content of translation classes beneficial for foreign language learning.	f	3	10	3	10	12	2.52	18	16	1	2	1	4.26
	%	7.9	26.	7.9	26.	31.		47.	42.	2.6	5.3	2.6	
			3		3	6		4	1				

Table 4.7 gives the students’ general negative attitudes towards their own translation classes. 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 classes, 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 classes 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 4.8: 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 4.8 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 classes. The mean difference between the pre- and post-studies indicates that this attitudinal change is positive as it shows an upward trend.

4.2.3 Conclusion

When the data gathered qualitatively and quantitatively is considered, both the interviews, which nearly half of the participants completed, and the translation questionnaire, which aimed to investigate the attitudinal changes of all of the students' related to the translation classes, revealed that their 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. In this respect, the following recurring themes came to the fore.

In the first step, the negative opinions of the students related to the translation classes were replaced by positive ones. This is because, while the most of the students thought that the content of the pre-study translation classes was inadequate for their improvement in translation or for their careers after the university; after the study, they stated that the translation classes enabled them to feel at ease, self-confident and eager for in-class participation. In addition, the students who were indifferent and inactive in the translation classes were engaged in the process with the help of the strategies of AfL.

In the second step, it was found that the weak and strong samples in the translation classes were beneficial for the students, because the intensive error analyses in which they took part enabled them to construct a background before producing their own

translations. As a result, they were able to differentiate the weak translation from the strong translation, which they experienced first. Although the students had some difficulties in translating the informative texts, the process showed that they were able to make an improvement in translation.

In the third step, the process in the study indicated that nearly all of the students began to believe in the positive effect of self-and peer-assessment, and showed a positive attitudinal tendency towards the two. This was because they gained the opportunity to assess their own translations from different perspectives.

Finally, although the students had been able to find some mistakes in their own translations, this method helped them to determine the sources of the mistakes that they frequently made. This had a positive impact upon their translation, self-confidence and ability to undertake self- and peer-assessment. That is, in the process, all of the students were enabled to take responsibility for observing their own improvement, and so they tried to do the best that they could.

4.3 The Implementation of the Seven Strategies of AfL in a Translation Class

The present study highlighted the significance of the formative approach and its implementation in translation classes. In this respect, the key aspect of the study was to design the translation classes from English to Turkish according to the seven strategies of AfL. Here, the steps of the seven strategies of AfL were implemented respectively, and the content of the translation classes was formed on this basis. Accordingly, the steps and the principles of the seven strategies of AfL were defined as follows:

4.3.1 *Where am I going?*

The first phase of AfL was related to the implementation of Strategies 1 and 2 involving, respectively, providing clear learning targets and the use of strong and weak work. These two strategies are *enabling strategies* for the next Strategies, 3 and 4 (Chappuis, 2015). The following two sections illustrate how these two strategies were adapted to and implemented in the translation classes in which text-translation from English to Turkish was undertaken.

4.3.1.1 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. The design of the activity for creating a scenario is given below.

- The title of the text
- The type of the text
- The initiator of the translation
- The initiator's demand
- The purpose of the translation
- The process of translation

The 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 following extracts, retrieved from among four text types, illustrate the process of creating a scenario and the improvements made in the process.

Extract 1 (retrieved from the text related to User's Manual):

- The type of the text: Informative text type.
- The initiator of the translation: The company manufacturing the product.
- The initiator's demand: The translation must be clear and understandable as it will be used as a reference book. Also, the images in the user's manual will be translated.
- The purpose of the translation: The purpose of the translation is to inform the users about how use the product.
- The process of translation: The translation will be completed according to deadline, and it will be translated clearly enough for users' comprehension. Meanwhile, the technical terms will be found and translated according to the content of the user's manual. (Students 8 and 17)

Extract 2 (retrieved from the text involving terms and conditions of a contract):

- The type of the text: Informative text type.
- The initiator of the translation: The distributor of Time Magazine in Turkey.
- The initiator's demand: A clear translation of the terms and conditions to provide an agreement between the company and the one giving advertisement.

- The purpose of the translation: To inform the two sides—the company and the one giving advertisement—about the terms and conditions of the advertisement.
- The process of translation: All the terms and conditions will be translated according to the content of the contract. All items will be translated without adding any comment, but if necessary, some items can be interpreted by paraphrasing. (Students 1, 6, 7, and 27)

Extract 3 (retrieved from the text related to economy):

- The type of the text: Informative text type.
- The initiator of the translation: The Central Bank in Turkey.
- The initiator's demand: The translation the report of IMF related to the month, October, should be understandable enough for the Turkish investors.
- The purpose of the translation: According to the results of the report, the purpose of the translation is to inform the Turkish investors and to be helpful for their investments.
- The process of translation: Considering the cultural values in Turkey, the translation will be made. If necessary, some phrases can be paraphrased. (Students 2, 28)

Extract 4 (retrieved from the text concerning a news article):

- The type of the text: Informative text type.
- The initiator of the translation: News Agency.
- The initiator's demand: The correct information about the news must be given as it will inform the public.
- The purpose of the translation: The purpose is to provide news to the agencies.
- The process of translation: As it is aimed at informing the public, the duration will be short, so the translation should be made immediately by considering the cultural values and without making any comment. (Students 12, 21, and 29)

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.

4.3.1.2 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*. First of all, a strong sample of translation was given, and then a weak sample. The main aim, here, was to

teach the correct form of translation by showing first the strong sample and then the incorrect form to enable the students to see the differences between the two. In this way, the students went through an assessment process to find the mistakes in the texts, to identify the level of the translation accordingly, and finally to learn the accurate form. In doing this, they were encouraged to assess the samples to determine which one was strong or weak. Thus, the students were given the opportunity to enhance their own assessment skills and to identify their own strengths and weaknesses before the act of translation. In other words, the analyses of strong and weak work enabled the learners to enhance their evaluative skills by making judgments to define the accuracy or the level of quality of an assignment (Chappuis, 2015). 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. The texts used in the strong and weak samples are given below:

Text 1: Translation of a *User's Manual: Nikon*

(https://static.bhphotovideo.com/lit_files/272644.pdf)

Text 2: Translation of a text related to a contract (Time Magazine 2018 Print Advertising Terms and Conditions; https://www.timemediakit.com/wp-content/uploads/2018/02/Europe_Print_TermsAndConditions.pdf)

Text 3: Translation of a text related to economy (IMF World Economic Outlook, April 2018: Cyclical Upswing, Structural Change; April 17, 2018 – Executive Summary; <https://www.imf.org/en/search#q=executive%20summary%2Cthe%20upswing&sort=relevancy>)

Text 4: Translation of a text related to news (*Trump wants America's migration problem to be like Europe's*; https://www.washingtonpost.com/world/2018/10/25/trump-wants-americas-migration-problem-be-like-europes/?utm_term=.50db5bf3f93c)

To illustrate the process of analysis of these two versions, the analyses of strong and weak samples for one of the texts are given below. Here, the analyses were performed according to Baker (1992).

Extract 1 (retrieved from the news text):

ST: For those who want and advocate for illegal immigration, just take a good look at what has happened to Europe over the last five years. A total mess! They only wish they had that decision to make over again.

TT (retrieved from the strong sample): Yasadışı göçü isteyen ve savunanlar, sadece son beş yılda Avrupa'ya olanlara iyice bir bakın. Tam bir karmaşa! Onlar

The linguistic feature, here, was related to *cohesion (reference)*. The pronoun “*They*” in the second sentence refers to the phrase “*Europe ...*”, but, in the weak sample given below, there is an ambiguity related to the pronoun “*They*”.

TT (retrieved from the weak sample): Yasal göç istemek ve savunmak isteyenler için, son beş yılda Avrupaya ne olduğuna iyi bir göz atın. Topyekün bir kargaşa! Sadece bir kez yenilemek için bu kararı vermelerini ister.

As regards the mistakes in the weak sample, the first one was that the word “... *illegal ...*” was translated into the target text as “*legal*”, indicating a morphological mistake. When the other mistakes were considered, the phrases “... *A total mess ...*”

and “... *take a good look* ...” were translated into the target text as “... *Topyekün kargaşa* ...” and “... *iyi bir göz atın* ...”. Here, the first lexical meanings of the words were used, and so *word-for-word* translation was intended. As a result, the rendering of the sentence was inadequate, as the interpretation was not of a high quality.

Extract 2 (retrieved from the news text):

ST: As you have certainly heard by now, there’s a caravan of thousands of migrants and asylum seekers slowly walking from central America to the United States.

TT (retrieved from the strong sample): Şu ana kadar kesinlikle duyduğunuz gibi, Orta Amerikadan Birleşik Devletlere yavaşça yürüyen binlerce göçmen ve sığınmacıdan oluşan bir karavan kfilesi var.

TT (retrieved from the weak sample): Şu ana kadar duyulduğu gibi, Orta Amerika’dan Birleşik Devletlere yavaşça yürüyen göçmen ve sığınmacılardan oluşan binlerce karavanlar kfilesi var.

With reference to the mistakes in the weak sample, the translation of the phrase “*As you have certainly heard by now...*” was translated into the TT as “*Şu ana kadar duyulduğu gibi...*”, indicating an incorrect translation stemming from *Voice (Active/Passive)*. The active sentence was translated as a passive sentence, resulting in a lack of information in the rendering. In addition to this, the phrase “...*a caravan of thousands...*” was translated to the TT as “...*binlerce karavanlar...*”, which caused an incorrect translation related to *Number (Plural/Singular)*. Here, to show the difference between the sentence in ST and its translated form in the weak sample, the *back-translation method* was used to prove that the translation of the sentence in the target text did not conform to its original form in the source text.

Back-translation from Turkish: As heard by now, there are thousands of caravans consisting of migrants and asylums slowly walking from central America to the United States.

Extract 3 (retrieved from the news text):

ST: It’s no surprise that Trump thinks Europe is a disaster area.

TT (retrieved from the strong sample): Trump'ın Avrupa'yı bir felaket bölgesi olarak düşünmesi şaşırtıcı değil.

TT (retrieved from the weak sample): Trump Avrupa felaket bir bölgesidir diye düşünür ve bu surpriz değil.

In the weak sample, the incorrect translation stemmed from the misinterpretation of the cleft sentence. When the sentence in the target text was translated again to compare its similarity to the original sentence in the source text, it was clear that the translation of the sentence in the TT was not the same as the sentence in the ST, as seen in the following:

Back-translation from Turkish: Trump thinks that Europe is a disaster area, and this is not a surprise.

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 4 (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 5 (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. The completion of this phase, in which they identified their strengths and weaknesses, enabled them to fill the gap in their knowledge ready for another step in which they would produce their own translations.

4.3.2 Where am I now?

The second phase of the AfL was related, respectively, to giving effective feedback and teaching students how to self-assess and to set goals for the next steps (Chappuis, 2015). In this phase, the students, who had gained a background in the previous two strategies, were supported with effective feedback and were then encouraged to assess the quality of translation. The following sections illustrate how these two strategies were implemented in translation classes; the kinds of challenges the students faced during implementation; and how they overcame these challenges in the process.

4.3.2.1 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. The following extract illustrates how feedback was given while analyzing a weak sample in the study.

Extract 1 (retrieved from the weak sample):

An inadequate translation because of the mistake stemming from <i>voice</i> (passive/active).	ST: As you have certainly heard by now, ...
	TT: Şu ana kadar duyulduğu gibi, ... (Students 1, 12, 20, 26, 34)
	Back-translated from Turkish: As heard so far, ...

As seen in the extract given above, the mistake causing a lack of information in the translation could not be identified by five students. Hence, these students highlighted the sentence involving an inadequate translation in red. Instead of giving them direct instruction about how to correct the translation, the source of the mistake was given, as in the script inserted on the left-hand side of the translation. In this way, the teaching and learning of the terms related to equivalency became easy and permanent, as the students were active in correcting the mistake. 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. While giving feedback on the students' own translations, the same method was used as in Extract 1.

It was observed that the students who received feedback as in Extract 1, given above, became more careful about translating active and passive sentences. The researcher determined that, when producing their own translations, these students translated an active sentence to an active sentence and a passive sentence to a passive sentence, as in the following extracts, which illustrate the improvement in this area.

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

ST: More than 151.000 Central Americans were detained in 2006 ...

TT: 2016'da 151.000'den fazla Orta Amerikalı göz altına alındı ...
(Students 1, 12, 20).

TT: 151.000'den fazla Orta Amerikalı 2016 yılında göz altına alındı ...
(Students 26, 34).

Almost all of the students in the study stated that the way they were given feedback in the classroom setting positively affected their ability to overcome their weaknesses

in translation. The qualitative data gathered from focus-group interviews and student diaries confirmed this statement. The following extracts were selected to illustrate the students' views related to the way they received feedback in the process.

“Thanks to the feedbacks I received from my teacher and my friends related to the sentences which I could not translate, I was able to identify my own mistakes and correct them.” (Student 5)

“The given feedbacks were beneficial and improving.” (Student 6)

“I was able to correct my own mistake through the feedback that the teacher gave.” (Student 7)

“I received the necessary feedback in the parts of the texts that I considered necessary.” (Student 15)

“I think the way in which the feedback was given was sufficient and useful because it made it easier for us to understand our mistakes.” (Student 30)

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 classes. 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 classes. 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 classes. 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 classes. 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.

Last but not least, it was determined that giving feedback in terms of the parts that the students marked was more effective in learning. This is because the process showed that giving feedback in relation to parts determined by the teacher might distract the students due to overload of information.

4.3.2.2 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 4.9: Reliability of the scores given to the weak samples (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	1.000

As can be seen in Table 4.9, 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 this respect, the following graph illustrates this process of improvement.

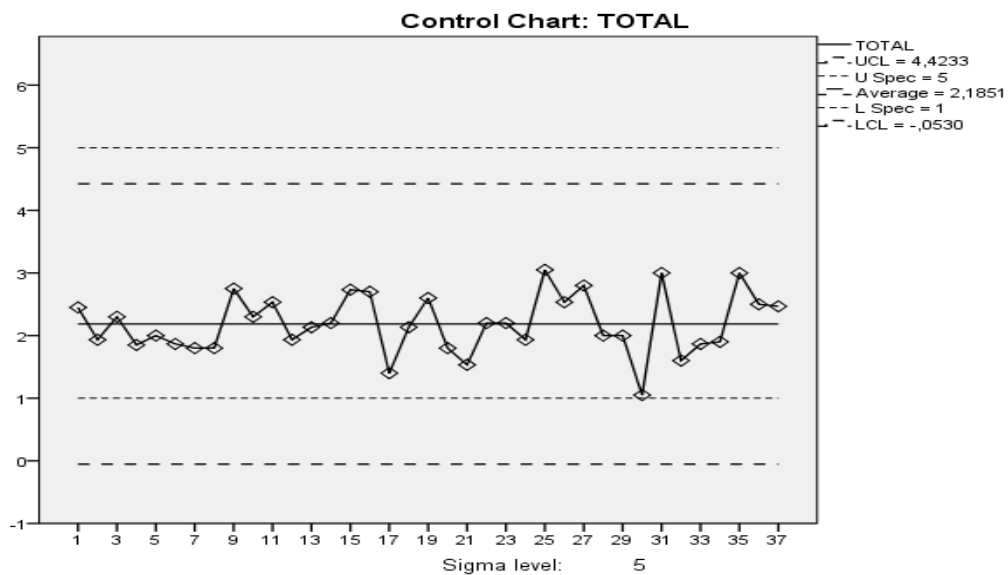


Figure 4.1: Control chart of the scores given to the weak samples (Texts 1, 2, 3, 4)

In the control chart above, the scores given to the weak samples are plotted over the course of time, and the chart indicates how the range of scores given by the students changed over time. The chart clearly reveals that the scores given in respect of the quality of the weak samples were around the central line 2, with an average score of 2.1851, coinciding with the second dimension of the rubric (*Inadequate*). In addition,

it is clearly seen that the process in which the students assessed the weak samples, before they undertook their own translations, produced changes between the first week and the last week. As the process progressed, its stability fluctuated towards the end of the study and the range of distribution of the scores slightly widened. This is because the students had made a significant improvement in learning the key terms related to equivalency (i.e., *aspect*, *voice*, etc...). While assessing the quality of translation in the weak samples, they considered the equivalency between the two languages in relation to these key terms, and then assessed the quality of the translation by getting to the source of the mistakes in the translations. The distribution of the scores varied slightly because the students assessed the weak samples individually. That is to say, over time, the students were able to identify the source of the mistakes in the translations, and the assessment they made differed slightly from one student to another. After they had assessed the samples individually, they shared their ideas of assessment with their peers to judge the quality of the translations correctly.

Thus, the control chart illustrates how the students' assessment skills changed over time. Here, the change was positive, and proved that they had improved. The following extracts retrieved from focus-group interviews and students' diaries support the claim that this change was positive.

“After assessing the weak and strong translations, I identified what points I should focus on in my own translation.” (Student 9)

“I know better how to score a translation.” (Student 17)

“I can share my knowledge with my peers and now I can manage to assess the quality of a translation in consideration of what I learnt.” (Student 28)

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. The following extracts illustrate how the students

made a plan to construct new knowledge onto their existing knowledge in consideration of the intended goals.

Extract 1 (retrieved from student self-assessment form):

My strengths: I think that I am good at grammar in this text type.

What I think I need to work on vocabulary as I do not know the meanings of some words and their near synonyms.

Peer's Opinion:

Strengths: You are good at interpreting the text at word level.

Work on: I think you should work on grammar.

My Teacher's Opinion

Strengths: You are good at analyzing the text at word level.

Work on: You should work on grammar, particularly syntax, and tense and aspect.

My plan:

What I will do now is to work on vocabulary and grammar.

Next Time I will ask for feedback on the interpretation of vocabulary.

(Student 25)

All of the students were asked to fill in the form given above to identify the gaps in their knowledge, during the analyses of the strong and weak samples. Filling in this form enabled them to focus on one aspect of translation quality that they considered would be a key factor in their own improvement. 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. While self-assessing their translations, the students used the analytical rubric which was used in the assessment of the strong and weak samples.

To facilitate tracking of their improvement, the students were asked to fill in the self-assessment form, which had been used after the assessment of weak and strong samples, in respect of their own translations. The following extracts were retrieved from the same student's self-assessment form to illustrate how they kept track of their improvement after the assessment of the strong and weak samples.

Extract 2:

My strengths: I think that I could interpret the text at word level.

What I think I need to work on vocabulary and grammar, because I am still inadequate. Hence, I had difficulty in this text.

Peer's Opinion:

Strengths: As you have improved in terms of grammar, your interpretation in the text is good.

Work on: You should work on the related vocabulary a little more.

My teacher's Opinion

Strengths: You are good at interpreting the text at word level.

Work on: Congratulations, you have come a long way in grammar, particularly syntax, and tense and aspect. However, you should keep improving.

My plan: What I will do now is to work on the texts involving terms and conditions of a contract. (Student 25)

Extract 2 reveals that, at this stage, the student was still aware of her weaknesses and that she had not been able to fill completely the gap in her knowledge in the process. Here, it is clear that the student has been able to identify her weaknesses, set goals for the next step and plan to fill the gap in her knowledge. The whole of the procedure outlined above illustrates how the student was able to track her own

improvement in the process. Similar findings were made in respect of the other students in the study.

To support the qualitative data given above, 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. The following figures contain graphics showing the changes in the scores over time for each text which the students translated after analyzing and assessing the strong and weak samples.

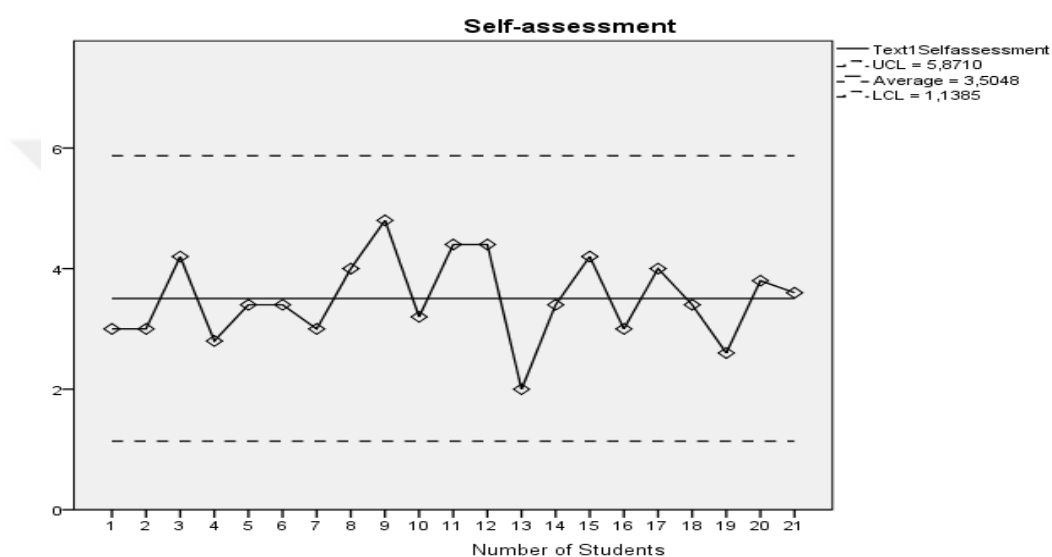


Figure 4.2: Control chart of the scores gathered from self-assessment (Text 1)

Figure 4.2 gives the scores gathered from twenty-one students who self-assessed their own translations, after practicing assessment of strong and weak samples of translation. In the Figure given above, the mean score of self-assessment is above three points, indicating that the students identified the quality level of their own translations as between *Adequate* and *Good*, according to the analytical rubric used in the study. To prove the reliability of the self-assessment, the scores attained from peer-assessment of the same students are given below.

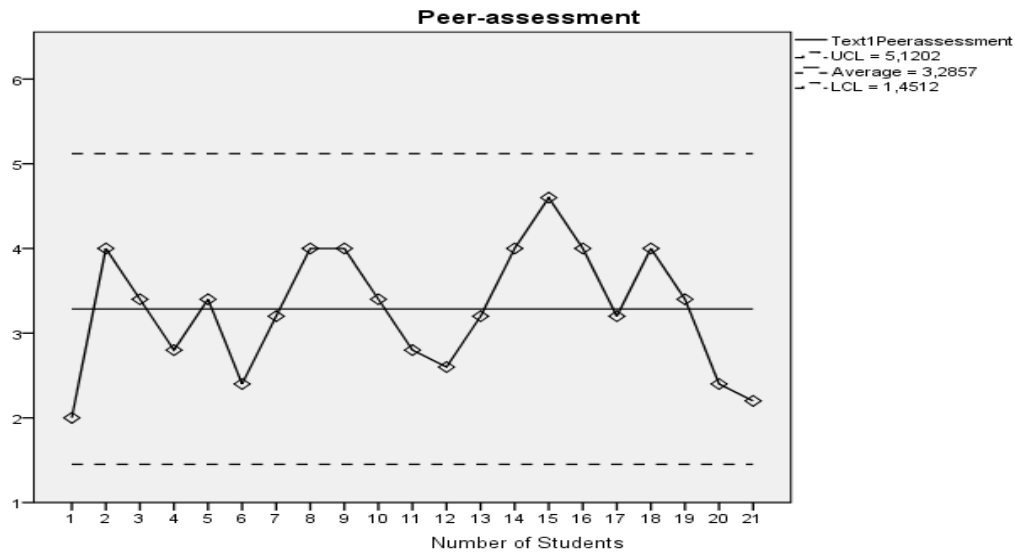


Figure 4.3: Control chart of the scores gathered from peer-assessment (Text 1)

The mean score in Figure 4.3 is slightly above three points, which means that the scores for both self- and peer-assessment were on almost the same central line. However, when the scores are taken into consideration individually, it is obvious that there was a difference between self- and peer-assessment, particularly for some students. After self- and peer-assessment, the same students' translations were assessed by the teacher while giving feedback. The following figure gives the scores of teacher assessment.

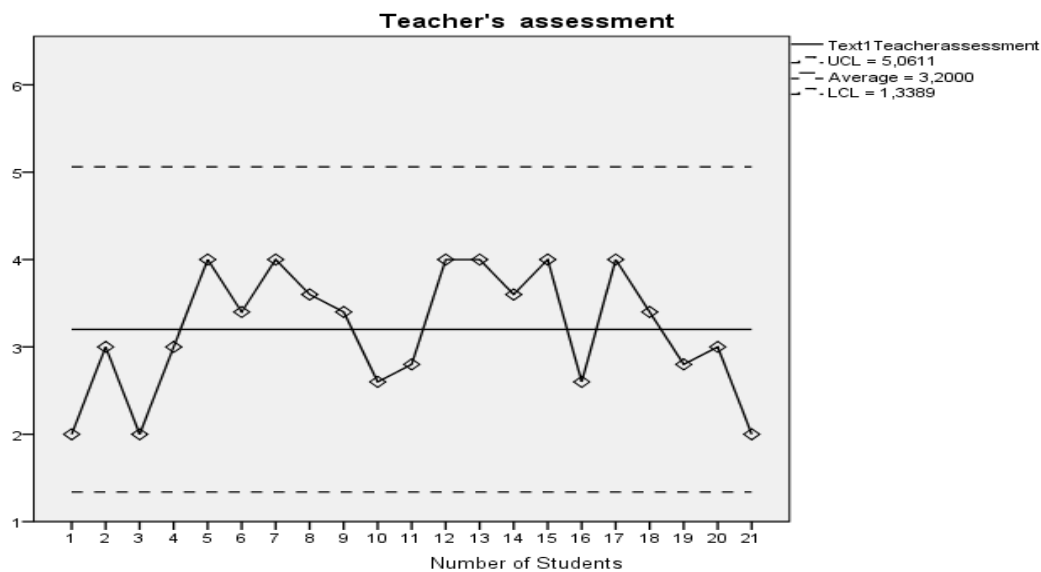


Figure 4.4: Control chart of the scores gathered from teacher's assessment (Text 1)

Figure 4.4 gives the scores attained from the teacher assessment. Despite the differences in the scores given to the translations of some students, the mean score in this assessment is above three points, and the central line confirms the self-and peer-assessment. However, the range over which the scores are distributed here also indicates that some students had not been able to gain assessment skills or make further improvement in identifying the mistakes they made in their own translations.

When these three assessments are taken together, the mean score in each is on a central line above three points, referring to the level of adequacy of the translations. In addition to this, the value of Cronbach's alpha was found to be .844, indicating that reliability was provided between the three assessments. As a result of these findings, it is possible to say that self-assessment affected the students' achievements positively. That is to say, they demonstrated improvement in the first text translation.

The formative design in the present study required that the students' improvements in the process be monitored. In this sense, the assessment for the second text played a significant role in determining how far the students had progressed in filling the gaps in their knowledge. In this step, the number of the students who assessed the translations efficiently was 28 and their scores were plotted, as follows.

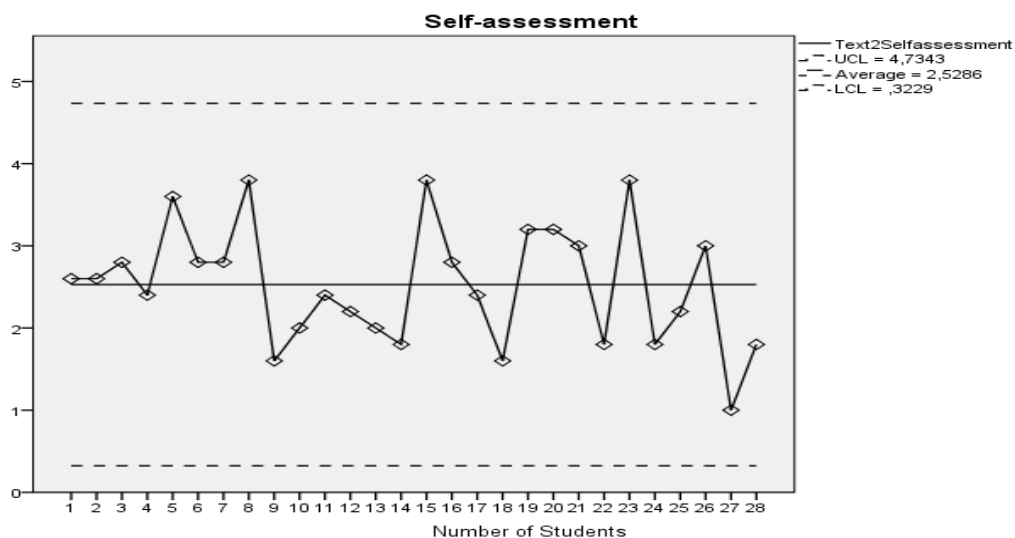


Figure 4.5: Control chart of the scores gathered from self-assessment (Text 2)

The graph shows that the mean score attained from self-assessment was above 2 points, indicating that while nearly half of the students identified the quality of their

own translations as *adequate* according the rubric, the other students identified the quality of their translations as *inadequate*.

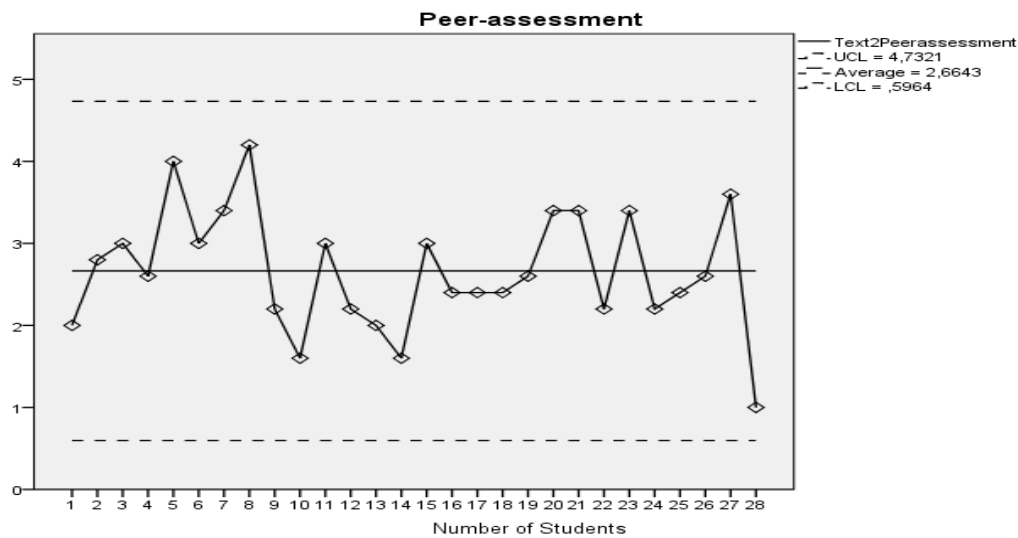


Figure 4.6: Control chart of the scores gathered from peer-assessment (Text 2)

Figure 4.6 clearly reveals that the scores given by the students’ peers were slightly different from those gathered from self-assessment. However, the mean score for peer-assessment was 2.6643, indicating that self-and peer-assessment were consistent with each other. That is to say, while some of the students identified their own level in translation as *inadequate*, others identified it as *adequate*, and this assessment was supported by peer-assessment, as shown by the scores plotted in Figures 4.5 and 4.6. To support these two assessments, the teacher assessment was plotted, as follows.

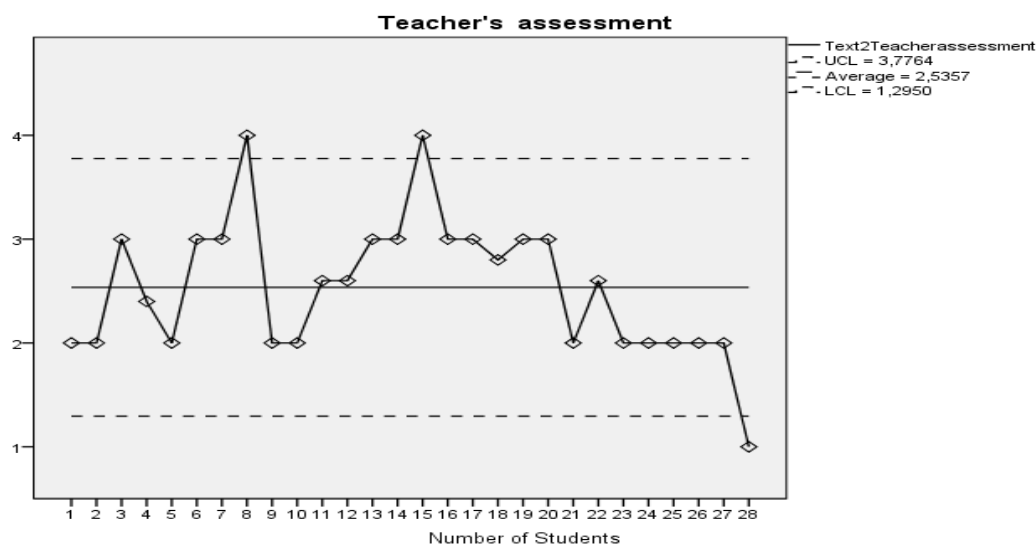


Figure 4.7: Control chart of the scores gathered from teacher’s assessment (Text 2)

The scores plotted above indicate that there was a significant range in the distribution of scores between some students. This can be associated with the fact that some students could not identify some kinds of mistake. However, the mean score in this assessment was 2.5357, which was on almost the same central line as in the other two assessments.

In summary, the mean score for each type of assessment was above two points and near to three points, indicating that all three methods assessed the students' mean level of performance as being in the range from *inadequate* to *adequate*. To confirm reliability, the value of Cronbach's alpha was computed and found to be .906, which indicates a high level of reliability.

To continually monitor individual improvement, the third step of this phase involved the assessment of the third text translation. The scores gathered from twenty-one students who efficiently performed self-and peer-assessment and the scores given to these students by the teacher were plotted, as follows.

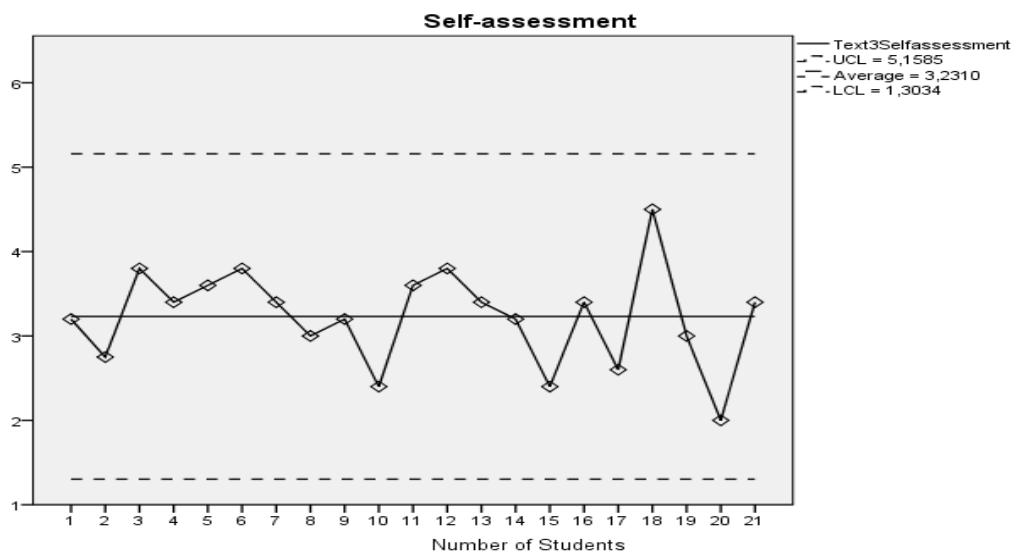


Figure 4.8: Control chart of the scores gathered from self-assessment (Text 3)

The scores plotted in Figure 4.8 reveal that the students' self-assessed their own translations as *adequate* according to the rubric. Here, the mean score was above three points, indicating an upward trend, when compared to the self-assessment for Texts 1 and 2. Although some students here self-assessed their translations as *inadequate*, most of the students had reached a higher level of quality in their own

translations, as they self-assessed their own translations as *adequate*. The scores for self-assessment given here were supported by peer-assessment, as follows.

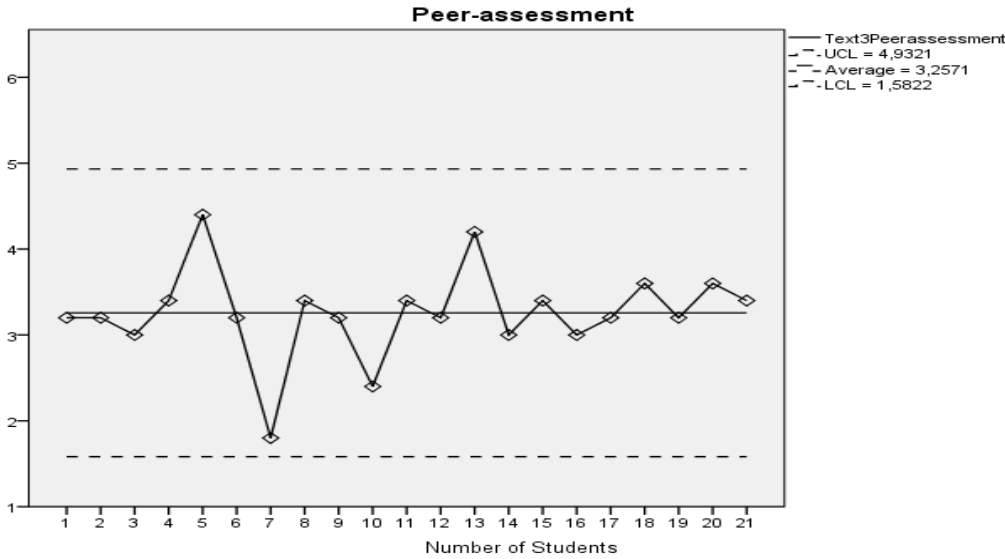


Figure 4.9: Control chart of the scores gathered from peer-assessment (Text 3)

In Figure 4.9, the mean score attained from peer-assessment was above three points, indicating that the students’ translations were *adequate* in terms of the rubric. The fact that the distribution of the scores attained from peer-assessment was on a central line above three points indicates that the scores gathered from self-and peer-assessment are consistent in terms of identifying the quality of the students’ translations. To confirm these two assessments, the teacher’s assessment was plotted.

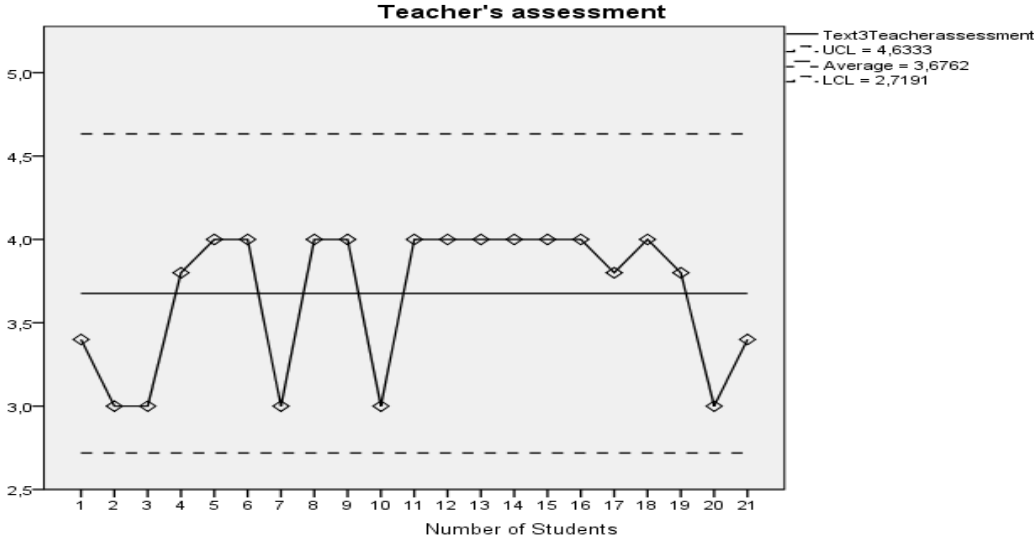


Figure 4.10: Control chart of the scores gathered from teacher’s assessment (Text 3)

Figure 4.10 involved the scores that the teacher gave the students after they self-assessed and were assessed by their peers. The mean score in the teacher's assessment was 3.6762 and the distribution of the scores was on the central line, indicating that students had made an improvement that enabled them to achieve scores ranging from 3 (*Adequate*) to 4 (*Good*). Here, the teacher's assessment supported the self-and peer-assessment, as the three types of assessment yielded similar mean scores.

When the mean scores are taken into consideration, the results of the three types of assessment are seen to be consistent with each other, because each of the mean scores was above three points. Here, the Cronbach's alpha value was computed and found to be .793, which indicates an acceptable level of reliability among the raters. When compared to the previous text assessments, the students were able to achieve a higher level of quality in the translation of text 3.

The final step of this phase covered the assessment of text 4. This phase was significant in terms of monitoring the last step in the students' improvement in translation. In this step, the scores of all twenty-five of the participating students were plotted, as they all completed the assessment. That is to say, here, no value was missing amongst the students' assessments.

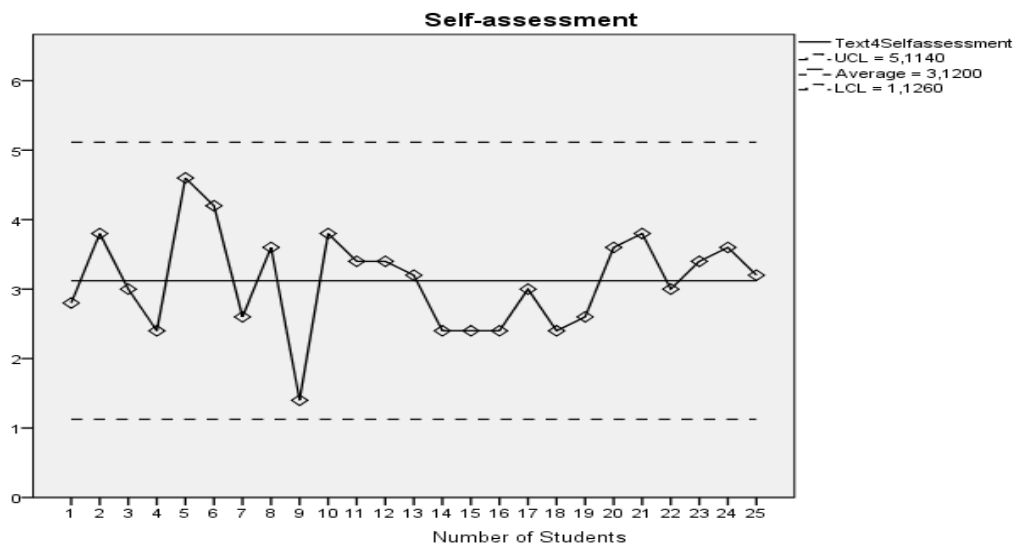


Figure 4.11: Control chart of the scores gathered from self-assessment (Text 4)

Figure 4.11 gives the scores gathered from self-assessment. As seen in the figure, the mean score was above three points, indicating that the quality levels of the

translations were identified as *adequate*. When the figure is examined, it is obvious that there is a difference between individuals. However, the distribution of the scores is clustered around the central line, indicating that the levels of the translations were about three points (*Adequate*). The scores attained from self-assessment were supported by peer-assessment, as follows.

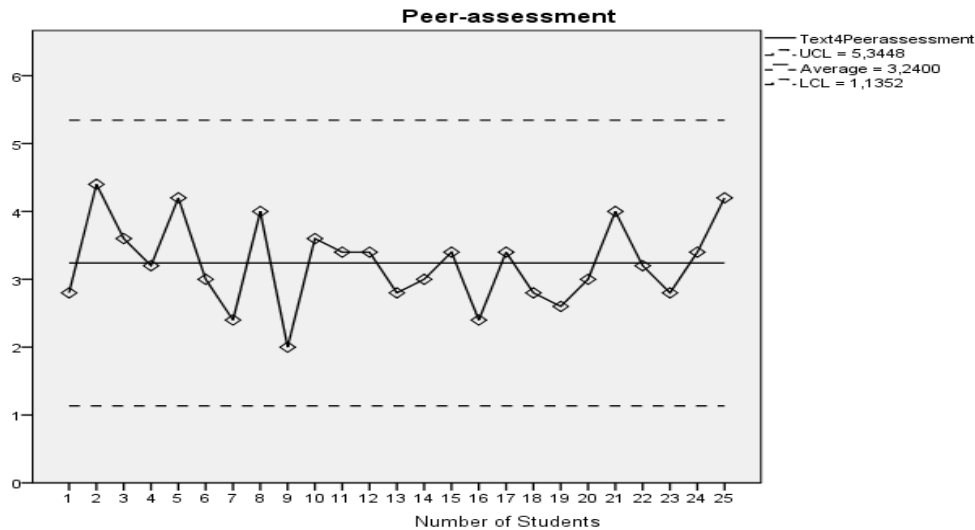


Figure 4.12: Control chart of the scores gathered from peer-assessment (Text 4)

When the scores plotted in Figure 4.12 are considered, the peer-assessment is seen to be consistent with the self-assessment, as the scores in both of them were clustered around the central line, which referred to three points and over. In addition, the mean score in the peer-assessment was also over three points, with a value close to that of the self-assessment. In other words, the data in the figure given above makes it clear that the tendency, in both self-and peer assessment, was in the same direction, despite differences in some students. To ensure the validity of the scores from self- and peer-assessment, the teacher assessed the students' translations; the scores gathered from this assessment are plotted below.

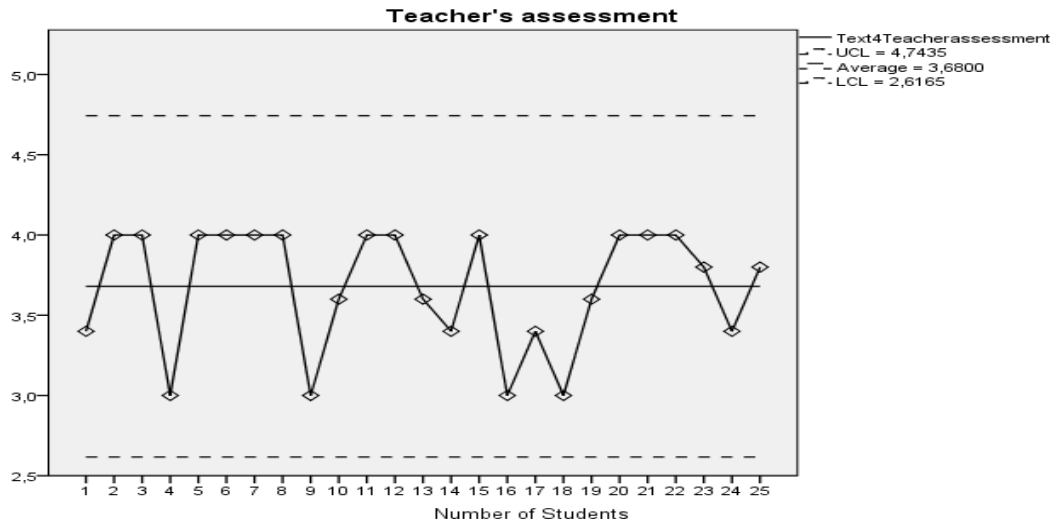


Figure 4.13: Control chart of the scores gathered from teacher’s assessment (Text 4)

The above figure reveals that the mean score for the teacher’s assessment was above three points, indicating that the students achieved a high quality of translation. In addition, the mean score here corresponds with the mean scores in the self-and peer-assessments. As in the self-and peer-assessments, the assessment here was clustered around the central line, indicating that the students made a significant improvement in translation in Text 4.

Taking the assessments for Text 4 together, the raters achieved consensus while assessing the quality of the translation which the students made by themselves. The similar mean scores attained from these various types of assessment prove this consensus. In addition to this, the Cronbach’s alpha value was computed to determine the level of reliability between the raters. This value was found to be .893, which indicates a high level of reliability.

On the whole, the quantitative data given above indicates that the students in the study achieved a significant improvement in assessment, as they provided consensus in their assessments, with a high level of reliability. This achievement is evidence of their improvement in translation during the process. In addition, the following extracts, retrieved from focus-group interviews and students’ diaries support the view that this kind of progress in self-assessment contributed to their improvement in translation.

“Considering the beginning of the semester in this year, I feel to have progressed in translation so far.” (Student 6)

“Self-assessing and concurrently peer-assessing made me better in defining my mistakes.” (Student 16)

“With self-assessment, we took translation to a different dimension.” (Student 21)

“I perceive assessing my own paper as criticizing myself. I think it is self-criticism and I believe it will benefit.” (Student 35)

In conclusion, when the whole process of assessment was considered, the following key factors and some challenges were identified during the implementation of Strategy 4. In this respect, the key factors were identified in the light of the qualitative data collecting tools.

First of all, the assessment of the strong and weak samples enabled the students to acquire a background before they went through the process of self-assessment and peer-assessment. Here, they managed to achieve consensus in terms of the scores that they gave to the samples they assessed, indicating that they made a significant improvement while assessing the quality level of the translations. By performing assessment activities before producing their own translation the students were able to make a gradual improvement in translation. In other words, self-assessment took them one step further in translation.

Next, the students were able to determine and plan a route of their own for improvement. However, their progress on this route was observed to be slow but steady. At the beginning of the study, despite performing an assessment activity, the students had difficulty in justifying the scores given. In the following weeks, however, they overcame such difficulties by carefully planning the next step, in which they focused on their weaknesses. Each student developed an action plan to overcome their difficulties and to reach the intended learning targets in the process which they had not yet mastered.

Moreover, as far as their weaknesses were concerned, it was determined that, although the students were not able to identify the mistakes at the beginning of the study, later, as they gained experience in assessment, they managed to focus on the errors that caused an inadequate translation and to identify the weaknesses which they deemed themselves to have in that text translation.

Finally, 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*.

4.3.3 How can I close the gap?

The last step of the strategies dealt with the process in which the students were oriented to close the gaps in their knowledge. This phase covered Strategies 5, 6 and 7. In the following sections, the ways in which these strategies were applied in the translation courses and, accordingly, the difficulties that might arise are identified and discussed in detail.

4.3.3.1 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 approaches to diagnose the learners' needs in learning and to identify *incomplete understanding, misconceptions and flawed reasoning* (Chappuis, 2015). To sum up, this strategy covers the process of diagnosing the learner's needs in learning.

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 classes 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 and were retrieved from the student diaries which they kept after completing the translation of each text.

“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)

“I had difficulty about coherence and conjunctions.” (Student 9)

“I have inadequate knowledge in the consistency between subject and predicate (Voice).” (Student 10)

“While making my own translation, I should focus on the interpretation of the words considering the content of the text.” (Student 12)

“I had difficulty at word level and grammatical level, particularly conjunctions. However, I feel that I have made a little improvement in this area.” (Student 13)

“I focused on particularly grammar among the other learning targets, and I believe to have made little improvement in grammar.” (Student 28)

“I had difficulty in translating sentences with complex structures.” (Student 30)

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.

4.3.3.2 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 extracts, retrieved from student diaries, illustrate the students' points of view.

“I can identify my errors when I revise my paper.” (Student 8)

“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)

“I could focus on one of the aspect which I mostly had difficulty. However, I could manage to overcome these difficulties with the help of the strategies which we have learnt.” (Student 18)

“I can identify the difference between a correct sentence and an incorrect one.” (Student 25)

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 class.

4.3.3.3 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 extracts, retrieved from students' dairies, show 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 translated badly in the first weeks, but in the following weeks, I did better.”
(Student 2)

“Keeping portfolio enabled me to monitor my progress.” (Student 6)

“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)

“Thanks to my portfolio, I can see that my translation is improving day by day.” (Student 14)

“Now, I can identify the mistakes which I could not identify as a mistake before.” (Student 18)

“I can monitor how I have improved myself in the process.” (Student 30)

“When compared to the translations which I made in the first weeks, the rate of making mistakes in my own translations was lower in the following weeks.”

(Student 35)

As can be understood from the extracts 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 following control charts plot the scores given by the students, according to the strategies.

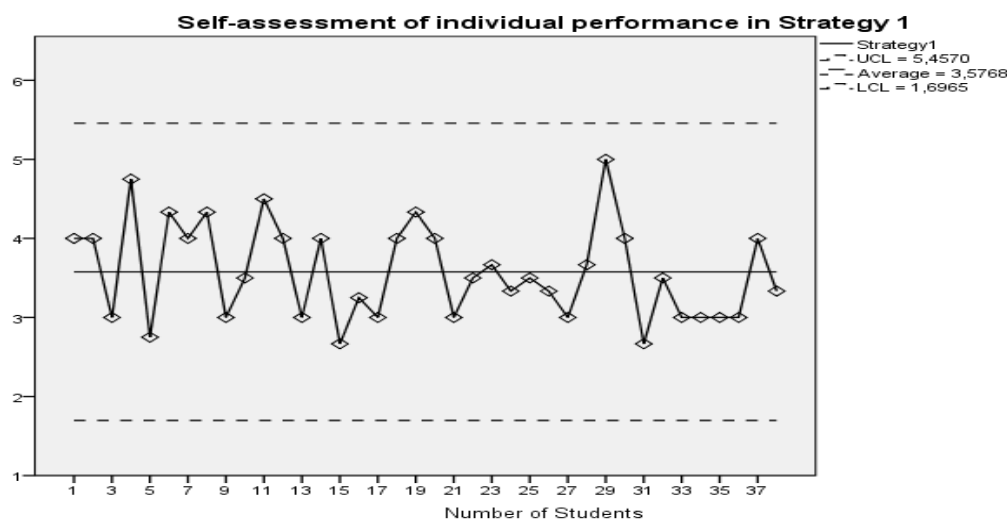


Figure 4.14: Control chart of the scores gathered from self-assessment of individual performance in Strategy 1

Here, the scores clustered around the central line indicate that the students self-assessed their performance in Strategy 1 as being over three points and near to four points, indicating that most of them could understand the learning targets given before each text translation. In addition, the mean score, which was 3.5768, supports this claim. Here, one can conclude that majority of students were able to achieve the intended target in this strategy.

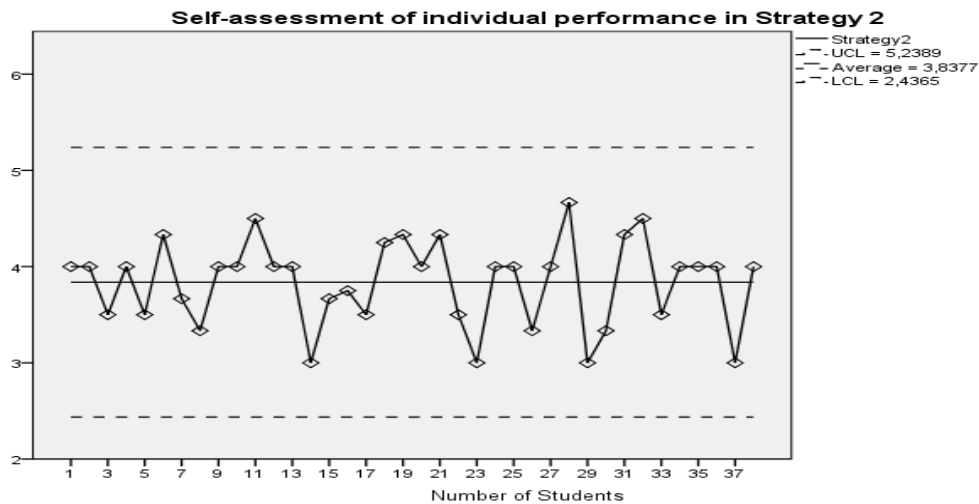


Figure 4.15: Control chart of the scores gathered from self-assessment of individual performance in Strategy 2

The scores in Figure 4.15 were given by the students to assess their own performance in Strategy 2. The scores given are clustered around the central line, indicating that most of the students self-assessed their performance as *Good* (Score 4). In addition, the computed mean score (3.8377) confirms this claim. In the light of the statistical information given in the figure, it might be concluded that all of the students regarded their performance as more than *adequate* in the second strategy. This is because all of them were able to distinguish between the texts involving a low level of translation and those involving a high level.

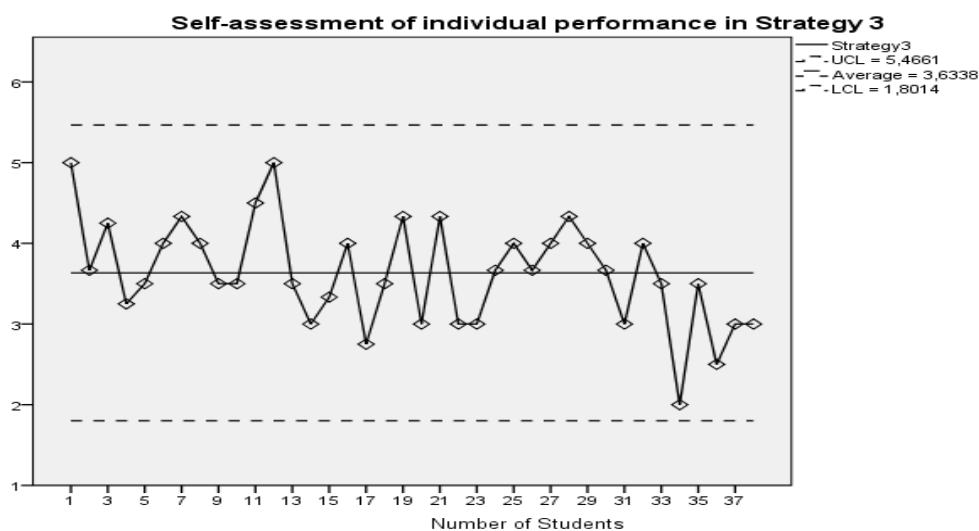


Figure 4.16: Control chart of the scores gathered from self-assessment of individual performance in Strategy 3

Figure 4.16 gives the scores related to Strategy 3, in which the students received feedback after the strong and weak samples and their own translations, and identified their strengths and weaknesses accordingly. Here, the scores clustered around the central line indicate that most of the students self-assessed their performance as being above *adequate*, which is confirmed by the mean score (3.6338).

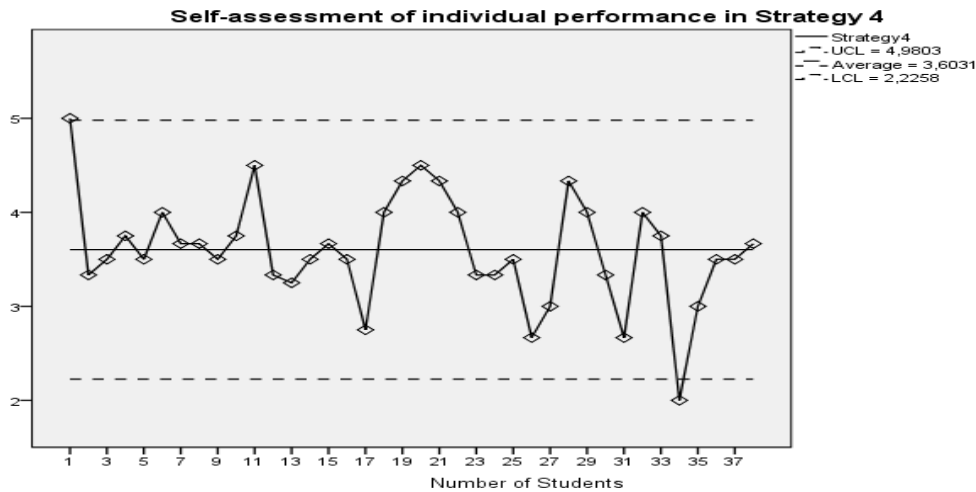


Figure 4.17: Control chart of the scores gathered from self-assessment of individual performance in Strategy 4

Figure 4.17 gives the results of the self-assessment related to Strategy 4, in which the students were oriented to self-assess their own translations and to set goals for the next step to overcome the weaknesses they identified. Given the scores clustered around the central line, which indicate a level above adequacy in their performance, it might be concluded that most of the students were able to achieve a high performance in terms of self-assessment and setting goals for the next step. This claim is confirmed by the mean scores, computed as 3.6031, indicating performance between *Adequate* (Score 3) and *Good* (Score 4).

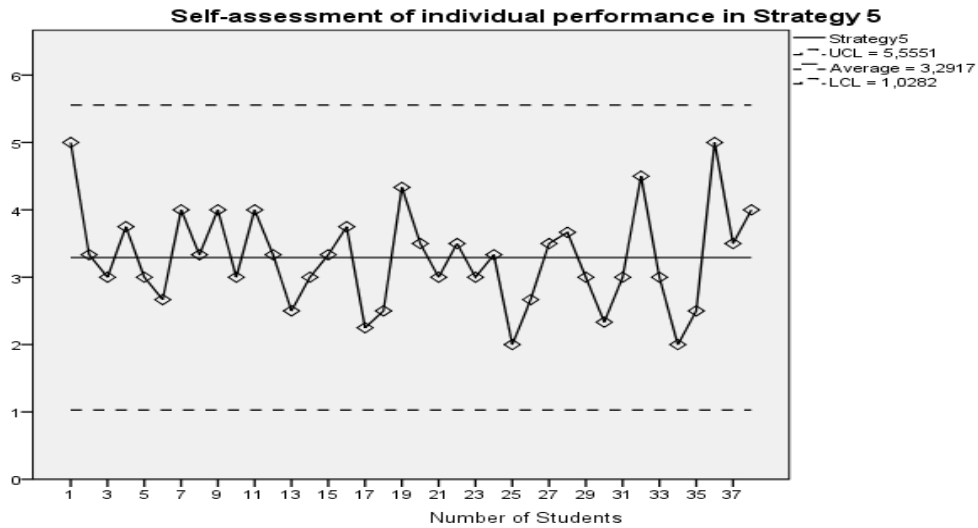


Figure 4.18: Control chart of the scores gathered from self-assessment of individual performance in Strategy 5

Figure 4.18 gives the results of the self-assessment of performance in the fifth strategy, in which the students focused on one aspect of weakness that they frequently had. Here, the statistical results indicate that the students assessed their performance as slightly lower than in the previous strategies. Nonetheless, the scores clustered around the central line indicate that the students were still above three points in terms of performance, which shows an adequate level. Here, the mean score confirms this claim, as it also indicates a level slightly above adequacy (3.2917).

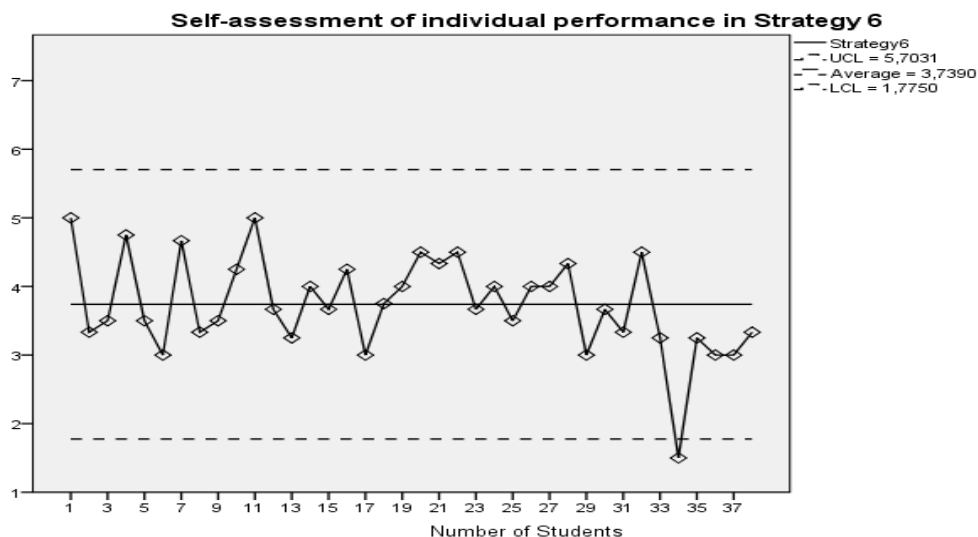


Figure 4.19: Control chart of the scores gathered from self-assessment of individual performance in Strategy 6

Figure 4.19 shows the scores given by the students to assess their own performance in the sixth strategy. The scores clustered around the central line reveal that nearly all of the students made a self-assessment indicating a level ranging from *Adequate* (Score 3) to *Good* (Score 4). In the light of the mean score (3.7390), one can conclude that the students were able to achieve a performance level over adequacy. In other words, the students managed to overcome their weaknesses, as identified in the previous step. This might be interpreted as showing that the students took an active role in identifying and overcoming their weaknesses.

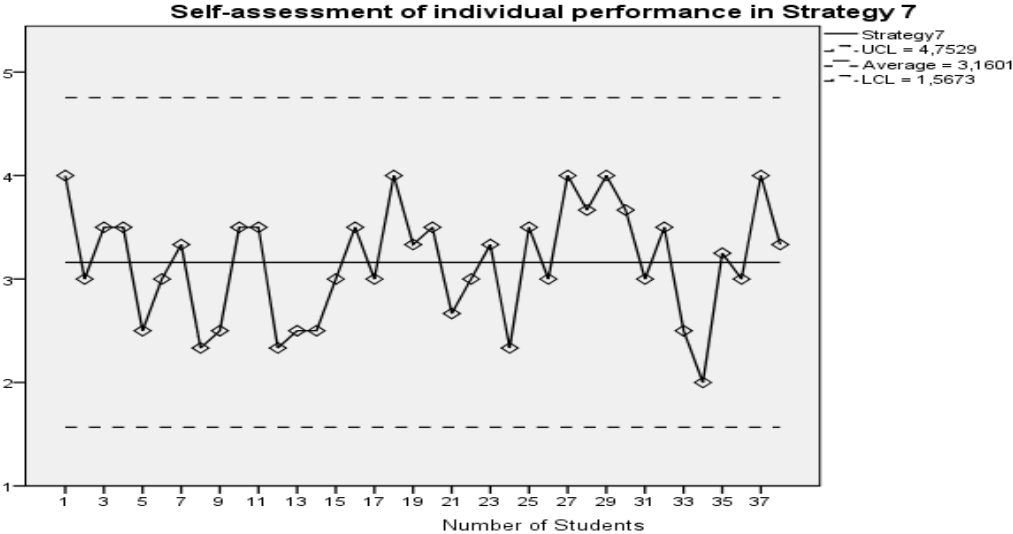


Figure 4.20: Control chart of the scores gathered from self-assessment of individual performance in Strategy 7

Given the scores clustered around the central line and the mean score in the figure, it is clear that the students performed at an adequate level in the last step of the strategies. In respect of the holistic self-assessment rubric, it might be concluded that the students engaged in the process actively and that they achieved an adequate level in forming equivalency between source texts and targets texts.

4.3.4 Conclusion

In respect of the whole process, in which the strategies of AfL were intensively implemented, it is obvious that the sequence of strategies was well-designed, as the students went through a learning process in which they learnt step by step and made a gradual improvement. When the strategies in the present study are considered as a

whole, it is clear that, even though each of the strategies seemed to be independent, they were strongly interconnected.

The first phase of the strategies involved the first and second strategies, which were designed for the purpose of making the intended learning targets clear to the learners and helping them to acquire a background before making assessment. Here, the findings of the study showed that the students had no difficulty in understanding the intended learning targets. In addition, an activity was performed in this strategy in which the students were oriented to determine the *skopos* of the text to be translated in the next step. As such, the students were able to determine an aspect for their own translations. In the second strategy, the findings indicated that the students did not have any difficulties in distinguishing the strong samples from the weak ones, even though they experienced the teaching process for the first time. However, it was determined that they had difficulty in assessing the weak samples in terms of linguistic elements, particularly in the first weeks. Here, the process showed that they began to overcome this difficulty over time as they gained a background in the linguistic elements. On the whole, the performance of most of the students in the first and second strategies was found to be quite efficient.

The second phase of the strategies was related to learners' existing knowledge. Here, Strategies 3 and 4 were used, respectively. Strategy 3 requires that descriptive feedback be given. Here, the students were given feedback after the assessments and analyses of both the samples involving strong and weak translation and the translation that the students made. Here, the findings of the study revealed that the method of giving feedback was effective in making the students think about the source of mistakes and attempt to overcome their weaknesses in this area. In strategy 4, all of the students were oriented to self-assess their own translations and to set goals for the next step. Here, the students first had difficulty in assessing their own translations, but later, they became better at self-assessing and goal setting, as they gained background in the assessments of the strong and weak samples. These findings are confirmed by the aforementioned statistical analyses.

The last phase of the strategies was related to the process in which learners were oriented to close the gaps within their knowledge. Here, Strategies 5, 6 and 7 were used. In respect of the process of Strategies 5 and 6, it was observed that the sequence of the strategies was designed well, so that it enabled the students to close

the gaps in their knowledge. Here, the students successfully went through a process in which they first identified their learning needs in relation to their own translations and then received feedback from the teacher accordingly. In this context, the students were supported with further information about the terms of equivalency, when necessary. Here, Mona Baker's book *In Other Words*, which was used throughout the study, was used for the explanations and examples related to equivalency between two languages. With reference to the last strategy, involving keeping a portfolio and self-assessment of their own performance upon completion of the translation of each text, the qualitative data revealed that the students became better at monitoring their own performance over time. This finding was confirmed by the data gathered from the holistic self-assessment rubric.

To sum up, the findings in the present study showed that the seven strategies of AfL had a positive impact on students' improvement in translation classes. With the help of these strategies, the students were given the opportunity to monitor how they improved in the process. In addition, the sequence of the strategies was found to be effective. However, some of the strategies could be used more than once. In other words, the strategies can be used or followed in the light of the students' achievements. To give an example of this, strategy three, involving descriptive feedback, was used twice in the present study, both after the analyses of the weak samples and after the assessment of the students' own translations.

4.4 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. In this respect, the analyses of the texts revealed how far the students had progressed in translation between two languages, here English and Turkish. 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. In the study, the following text types were used:

- Translation of a User's Manual
- Translation of a Text Related to a Contract
- Translation of a Text Related to Economy
- Translation of a Text Related to News

In conclusion, in this phase, as described above, the students went through a process which made them assessors and raters before and after the act of translation. The students' improvements and achievements are illustrated in the following sections, involving extracts retrieved from the text types mentioned above.

4.4.1 Improvement at word level

The first step of the text analysis covered improvement at word level, which was the first dimension of the rubric used in the study. In this step, the students' improvement in terms of achieving equivalence at word level was handled. To this

end, the extent of the students' improvement in respect of lexical meanings and semantic fields was observed. Here, the students first analyzed two types of translation, one of which was strong and the other weak. These analyses helped them to identify their strengths and weaknesses at word level, before making their own translations. To illustrate the students' improvement at word level, a sample analysis related to one of the texts used in the study is given below.

The text selected in order to give an example of the students' improvements at word level was a User's Manual, which was the first text in the study. Considering the prerequisites for translating a user's manual, in the scenario creation activity used in the first strategy, provided a background to the current text translation. Here, most of the students agreed that a user's manual should be translated in such a way as to give clear and understandable instructions, and that the information in the ST and in the TT should be the same in terms of content. Identification of these prerequisites related to the text made the students perceive the non-textual factors affecting the process of translation. After completing this first stage, students examined the linguistic elements in the next stage.

Although the analyses of examples of strong and weak translation were useful for the students in terms of finding mistakes and distinguishing between high and low quality translation in this text-type, their analyses of the papers showed that they were able to find mistakes at word level, but could not pinpoint the sources of mistakes. The following extracts from one of the students' work illustrate this challenge, which was one that most of the students experienced. To illustrate this, the following extracts were selected from the user's manual (https://static.bhphotovideo.com/lit_files/272644.pdf) (see Appendix R).

Extract 1:

ST: If you are using an AC adapter, unplug the adapter to prevent fire.

TT (retrieved from the strong sample): Bir AC adaptörü kullanıyorsanız, yangını önlemek için adaptörün fişini prizden çekin.

TT (retrieved from the weak sample): Bir AC adaptörü kullanıyorsanız, yangın esnasında adaptörü fişten çekmeyin.

Back-translation from TT to ST: If you are using an AC adapter, do not unplug the adapter during a fire. (Student 17)

As seen in the extracts to illustrate the problem mentioned above, the student was able to find the mistake thanks to the comparison of the samples involving strong and weak quality translations, but he was unable to determine the source of the mistake. In the weak sample, the verb “*unplug*” was translated into Turkish as “*fişten çıkartmayınız*”, indicating an incorrect translation because of morphological and orthographical differences between the two languages, English and Turkish. The correct translation of this verb was given in the strong sample. Here, the students could perceive that the word *unplug* was rendered by two words in Turkish. In other words, they had gained knowledge related to orthographical and morphological differences between the two languages. If necessary, the back-translation method was also used to help students having difficulties in identifying the source of the mistakes. In this way, they were given the opportunity to see the mistakes within a clear framework. As a result of such analyses of strong and weak samples, the students did not make the same kind of mistakes in their own translations. The following extract retrieved from the same student’s own translation illustrated this improvement.

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

ST: Do not unplug the product...

TT: Ürünü fişten çekmeyiniz... (Student 17)

As the study progressed and the students kept analyzing samples of strong and weak translations before undertaking a translation step themselves, it was observed that most of them could correctly translate verbs involving prefixes or suffixes (e.g., *irreparable*, *disconnecting*). In addition, they could divide the verbs into their segmentations in the main text translation, whereas they had not been able to do so in the analysis of the weak sample. As in the extract given above to illustrate the improvement in this area, most of the students could translate these kinds of verbs correctly, and analysis of the translated text drafts of the students showed that they could divide the verbs into their segmentations (i.e., *un-plug*). That is to say, they had made an achievement in terms of morphology.

Given the problem of non-equivalency between the two languages at word level, some serious determinations causing problems at word level were identified in accordance with the content of the study. After it was determined that students faced

challenges in rendering some words, the students were oriented to choose a proper strategy to overcome these challenges and to improve interpretation. Here, Baker's (1992) strategies to deal with non-equivalency were used. The following extracts illustrate the way in which challenges caused by non-equivalency between the two languages were overcome. The extracts were retrieved from the text of contract (https://www.timemediakit.com/wp-content/uploads/2018/02/Europe_Print_TermsAndConditions.pdf) (see Appendix S).

Extract 3 (retrieved from the text that the students translated):

ST: The following are certain general terms and conditions governing advertising published in the European print edition of TIME magazine...

TT: Aşağıdakiler, TIME dergisinin Avrupa baskısında yayınlanan kesin genel hüküm ve koşullarıdır. (Student 16)

TT: Aşağıdakiler, TIME dergisinin Avrupa baskısında yayınlanan reklamları düzenleyen belirli genel şart ve koşullarıdır. (Student 11)

Extract 4 (retrieved from the text that the students translated):

ST: ... without prior written permission of the publisher in each instance.

TT: ... yayıncının yazılı izni olmadan... (Student 5)

TT: ... yayıncının yazılı izni olmadan... (Student 29)

TT: ... yayıncının önceden yazılı izni olmaksızın... (Student 25)

As seen in the extracts given above, while some of the students did manage to interpret the words “*prior*” and “*governing*” in their own translations, others had difficulty in interpreting these words. To achieve a high quality rendering, they preferred to omit these words, resulting in inadequate translation of some sentences. To take an example, omission of the word “*governing*” from the sentence renders the interpretation incomplete. This is one of the strategies that most of the students in the study used unconsciously when they could not interpret a word. However, the process showed that they grasped the knowledge of how and when a word could be

omitted from the sentence. As seen in the second extract, the omission of the word “*prior*” from the sentence did not result in an incomplete interpretation in the TT.

In conclusion, as translations of other text types were made, the process revealed that the students had come to realize that it was impossible to produce a good rendering by one-to-one translation at word level. What is more, they had strongly grasped that the English and Turkish languages were orthographically and morphologically different. In addition to this, they had made good progress as regards their ability to perform error analysis when considering the terms at word level. In this respect, they were able to determine the source of mistakes, while analyzing the mistakes at word level. As a consequence, while making their own translations, they began to pay more attention to the interpretation of the words in order to form the equivalency between the two languages. That is, they gradually acquired the skill of interpreting the words in consideration of the content of the text, for instance the denotative and connotative meanings of the words. Last but not least, it was observed that, whereas most students had used such strategies unconsciously at the beginning of the study, they used them more appropriately as they made progress in learning how to use them.

4.4.2 Improvement above word level

The second step of the text analysis was related to the students’ improvements above word level; the challenges that they faced in this area; and ways of coping with these challenges in the process of the study.

Having been given the analyses of the texts in terms of equivalence above word level, which involved the second dimension of the rubric, the students’ skills in making translations that took into consideration the co-occurrence of the words in the source text were observed, along with their progress in this regard. In addition, when ST was translated to TT, in-class observation and analysis of their own drafts by the students were used in order to determine the extent of their improvement in the interpretation of collocations between two texts. The following extracts, randomly selected from the students’ own translations, illustrate their improvement, in terms of the translation and interpretation of collocations and fixed expressions. To illustrate the improvement in this area, the following extracts were selected from the user’s manual (https://static.bhphotovideo.com/lit_files/272644.pdf) (see Appendix R).

Extract 1:

ST: ... extended period...

TT: (retrieved from the strong sample): ... uzun süre...

TT (retrieved from the weak sample): ... geniş zamanda...

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

ST: ... extended period...

TT: ...uzun süre ... (Student 30)

Extract 3:

ST: ... camera body...

TT: (retrieved from the strong sample): ... kamera gövdesi...

TT (retrieved from the weak sample): ... kamera... (Here, the word *body* was omitted while translating.)

Extract 4 (retrieved from the text that the students translated):

ST: ... radio transmitters...

TT: ...radio vericileri ... (Student 16)

As seen in the extracts given above, the students analyzed two kinds of translations, one of which was strong and the other weak. This process of analysis first helped the students to acquire a background in collocation; then, it enabled them to interpret collocated words in consideration of the content of the text when making their own translations from ST to TT. The study revealed that, while a few students preferred to omit some collocated words in their own translations as they had difficulty in rendering them, a large number of them succeeded in giving the meanings of these words (*e.g., white blur effect, internal circuitry, memory card and magnetic fields*). Thus, it was determined that the students had made progress in translating and interpreting collocated words.

In the light of the challenges that the students encountered while translating and interpreting collocations, fixed expressions or idioms, Baker's (1992) strategies to deal with non-equivalency above word level were used. Here, it was observed that most of the students preferred to paraphrase this kind of expression or to try to find

synonyms or near-synonyms of such expressions. By doing so, they aimed to prevent the misinterpretation. The following extracts illustrate how students overcame the challenges they faced in translating and interpreting these kinds of expression. The extracts were retrieved from the text of contract (https://www.timemediakit.com/wp-content/uploads/2018/02/Europe_Print_TermsAndConditions.pdf) (see Appendix S).

Extract 5 (retrieved from the text that the students translated):

ST: ...because of strikes, work stoppages, accidents, acts of God or any other circumstances not within the control of publisher.

TT: ... grevler, eylemler, kazalar, ____, veya yayıncının kontrolünde olmayan koşullardan dolayı... (Student 5)

TT: ... Tanrının eylemleri... (Student 11)

TT: ... doğa olayları... (Student 25)

TT: ... Allah'tan gelen (Takdiri ilahi sebeplerden) ... (Student 31)

As seen in the extracts given above, some students either omitted the expression “*acts of God*” from the sentence or misinterpreted the expression, which caused an inadequate rendering with respect to the content of the text. On the other hand, most of the students preferred to paraphrase this phrase, which was a common strategy used by the students in the present study; but they failed in the interpretation of such expressions. Here, the misinterpretation of this expression occurred because of the different cultural settings of the two languages. In the study, the students were encouraged to interpret such expressions in consideration of both the content of the present sentence and the text. In other words, the necessity of interpreting similar expressions in accordance with the meaning of the preceding and subsequent words was emphasized. All this process to deal with non-equivalency above word level was based on Baker’s (1992) strategies to overcome the misinterpretation of such kinds of expression. The students who had difficulty in the interpretation of such expressions, and so underlined the expressions with the color red, were informed about how to overcome these kinds of difficulties with examples of strategies to prevent non-equivalency above word level. After the students had been given information about how collocations, fixed expressions or idioms could be interpreted, and after those students who had experienced difficulty in interpreting such expressions had been given feedback related to their own translation drafts, it

was determined that most of the students were able to perceive that the interpretation of the expressions could be facilitated by taking into consideration the content of the sentence and the text in which it existed. To show the improvement in this area, the following extract retrieved from the students' drafts illustrates how the idiom mentioned above was translated after this process.

Extract 6 (retrieved from the same text after the feedback given):

TT: ... doğal afetler... (Students 5, 7, 11, 19, 25, 30, 31)

In conclusion, the analyses of the texts in terms of equivalence above word level indicated that the students became aware of the fact that they should interpret the words according to the word groups in which they existed. In this regard, it was observed that the students were able to interpret meaning successfully by taking account of the patterns of collocations, and that they comprehended that the interpretation of collocations, fixed expressions, or idioms was dependent on their meaning in the ST, and that this meaning had to be interpreted in relation to the content of the source text. It was observed that, ultimately, most of the students managed not to depart from the meanings of collocated words while interpreting from source text to target text; and that, thereby, they made significant progress towards achieving a high quality of translation.

4.4.3 Improvement at grammatical level

The third step of the analysis covered the extent of the participants' improvement in terms of *grammatical equivalence* between the source texts and the target texts. As in the other two stages above, when a text was translated, the students went through the following process: a) analysis of the strong translation sample and assessment according to the rubric used, b) analysis of the weak translation sample and assessment according to the rubric used, c) text translation by the students themselves, d) self-and peer-assessment of their own translations, in consideration of the feedback given by the teacher. In respect of the analyses of the texts, the improvement in terms of grammar was handled in two dimensions: *morphology* and *syntax*. In the analyses at *word level*, the mistakes stemming from morphological differences between the two languages were handled and the words were divided into their segmentations to show these differences; but here, the morphological analyses were performed in terms of the plural and singular forms of the words. Another

analysis, related to *syntax*, was performed to highlight the grammatical differences between the two languages and to provide for learning of the source language. What is more, the sub-categories related to the grammatical structure of the source language were taught (i.e., *number, gender, person, voice, or tense and aspect*). On the whole, it was observed that teaching the above-mentioned terms enabled the students to learn the source language better and that those who knew these terms became better at identifying the translational mistakes in the target language. The following extracts, retrieved from one of the texts translated during the study, illustrate the students' improvement in this area. The selected text was User's Manual: Nikon (https://static.bhphotovideo.com/lit_files/272644.pdf) (see Appendix R).

When translation of a user's manual is considered, it is clear that the grammatical structure which has a high density in the text is the imperative structure. In-class observation and the analyses of the students' translation drafts revealed that almost none of the students had difficulty with this structure while translating the text. However, some of the students had difficulty while translating imperative structures because of the syntactic differences between the two languages, English and Turkish. It was observed that these students were able to make a high quality translation when they were supported with feedback. The following extracts from one of the students' translations are given to illustrate the improvement.

Extract 1 (retrieved from the text that the students translated):

ST: Do not drop: ...

TT: Düşürme: ... (Student 31)

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

ST: Do not leave the lens pointed at the sun: ...

TT: Lensi güneşe doğru bırakmayın: ... (Student 31)

When the extracts given above are considered, it is clearly seen that in the first extract the student was unable to produce a good translation of the sentences in first paragraph of the text. After this student had received feedback concerning her weaknesses in this text translation, she was able to produce a high quality of translation in subsequent paragraphs of the same text, as seen in the second extract.

On the whole, the student succeeded in overcoming her weaknesses in the present text, namely in the imperative structure. However, the progress in terms of grammatical equivalence between the two languages required a further analysis of some sub-categories in grammar. In this respect, the following analyses shed light on the students' improvements in *grammatical equivalence* and their progress in this area.

To illustrate the students' improvements in grammatical structure in a more detailed way, it was necessary to analyze certain major categories in order to underline differences between the two languages which might be regarded as a handicap for the students. In this respect, the first analysis was related to *Number (singular and plural forms)*. Here, the students focused on countability between two languages. The students' translation drafts revealed that the majority of them, with the exception of only a few, were able to give the meanings of the singular and plural forms of the words in the text translations, particularly after the comparison of the strong and weak samples, as seen in the following extracts.

Extract 3:

ST: ...fingerprints and other stains...

TT (retrieved from the strong sample): ...parmak izi ve diğer lekeleri...

TT (retrieved from the weak sample): ...parmak izleri ve diğer lekeleri...

Here, the word “*fingerprints*” in the ST was used in the plural form, but it was translated into the target text in the singular form. Considering its Turkish meaning in this sentence, the rendering is correct, as it gives the plural meaning. This is because the second word “*stains*” was translated into Turkish in the plural form, which gave the plural meaning of the previous word “*fingerprint*” in the target language, Turkish. By assessing and analyzing the strong and weak samples, most of the students were able to grasp the idea that they had to consider the plural and singular forms of the lexical structures to be able to achieve a high quality of translation and interpretation. In this sense, the analysis of the students' translation drafts showed that while most of the students were able to focus on the lexical structures while translating the texts, some of them had difficulty in this area. The following extracts illustrate the improvement and achievement in this area.

Extract 4 (retrieved from the text that the students translated):

ST: ... high levels of humidity...

TT: ...yüksek neme ... (Student 13)

Extract 5 (retrieved from the same text after the feedback given):

TT: ...yüksek seviyede neme ... (Student 13)

As seen in the first extract above, when some of the students had difficulty in the interpretation of the plural forms of words in the ST, they preferred to omit the plural forms of those words in their rendering, which sometimes caused a deficient interpretation or loss of information between the ST and TT. Having received feedback, they realized that some plural forms could, if necessary, be translated in the singular form into the target text to achieve a high quality of interpretation in the target text, as seen in the second extract given above. On the whole, however, the analyses of the texts in terms of *Number* enabled the students to translate the singular and plural forms of words into the target text by considering their plural or singular forms in the source text.

The second analysis in this area was related to *Person*, which indicates the role of participant in a language (Baker, 1992). While assessing the texts to define the level of quality of the translation and interpretation, the students focused on the referent of the nouns and pronouns between the two languages, Turkish and English. To give an example of such an analysis and to show how it affected the students' improvement in this category, the following extracts were selected.

Extract 6:

ST: When cleaning the camera body, use a blower...

TT (retrieved from the strong sample): Fotoğraf makinesi gövdesini temizlerken, ... bir havalı fırça kullanın...

TT (retrieved from the weak sample): Fotoğraf makinesi gövdesini temizlerken, ... bir havalı fırça kullan ...

As mentioned before, user's manuals involve the imperative structure, as they are prepared in such a way as to give clear instructions to the users of those products. Here, as the pronouns were not given explicitly, the students were expected to know

who the instruction was for and to translate the sentences accordingly. In the strong sample given above, the predicate refers to the second person singular in the ST and the translation in the TT does likewise. In the weak sample, the translation of the imperative structure was not a technical translation, as it was not a formal statement and involved a direct order. In addition to this, here, two significant points were ignored: the person that the predicate of the sentence referred to and how a user's manual should be technically translated. Considering the two samples, the predicate in the second sentence “*use a blower...*” indicates the referent of the person in the first sentence “*When cleaning...*”. The aim of designing these two samples in this way was to help the students to recognize these differences and to plan their own translations accordingly. That is to say, the students gained a background in the referents of nouns and pronouns through their respective assessments of the strong and weak samples. In the next step, it was observed that they paid attention to the referents of nouns or pronouns in their own translations. The analyses of the students' drafts revealed that interpreting the referents of nouns and pronouns in the texts did not present a challenge to most of the students, as seen in the following extract.

Extract 7 (retrieved from the text that the students translated):

ST: To prevent..., avoid carrying...

TT: ...önlemek için ..., ...taşımaktan kaçın. (Student 25)

While translating the user's manual into Turkish, it was determined that some of the students still had difficulty; but after receiving feedback, they were able to overcome their weaknesses in this area. The following extract illustrates this improvement well.

Extract 8 (retrieved from the text that the students translated):

ST: To prevent..., avoid carrying...

TT: ...önlemek için ..., ...taşımaktan kaçın. (Student 19)

Extract 9 (retrieved from the same text after feedback given):

ST: To prevent..., avoid carrying...

TT: ...önlemek için ..., ...taşımaktan kaçın. (Student 19)

On the whole, the analyses of all the texts used in the study revealed that most of the students did not have serious problems in terms of giving the referents of pronouns or nouns while translating between the two languages. It was established that some students had difficulty in giving the referents of nouns or pronouns in the ST. However, as the text translations and analyses were made, it was observed that those having problems in this area were able to make significant progress as a result of feedback given on each text, and that, thus, they were able to overcome their weaknesses when giving the referents of nouns and pronouns in their own translations from ST to TT.

Another analysis in this step was related to *Tense* and *Aspect*. The students were asked to work on the weak and strong samples. This enabled them to revise their knowledge about the grammatical structure in the text type to be translated. Here, they were expected to focus on time consistency between the two languages, English and Turkish, and to assess the strong and weak translation samples accordingly. To illustrate the improvement in this area, the selected extracts were retrieved from the text related to economy (<https://www.imf.org/en/search#q=executive%20summary%2Cthe%20upswing&sort=relevancy>).

Extract 10:

ST: The upswing in global investment and trade continued in the second half of 2017.

TT (retrieved from the strong sample): Küresel yatırım ve ticaretteki artış 2017'nin ikinci yarısında devam etti.

TT (retrieved from the weak sample): Küresel yatırım ve ticaretteki artış 2017 yılında devam etmektedir.

Back-translated from Turkish: The upswing in global investment and trade has continued in the year 2017.

The students analyzed and then assessed the texts according to tense and aspectual relations between the two languages in the strong and weak samples. As such, they acquired a background in focusing on time and aspectual relations when translating between English and Turkish. Here, the analyses of the strong and weak samples and then the comparison of these two types of translation sample were sufficient for most of the students to be able to identify the quality of the translation in each sample and

to gain a background in tense and aspectual relations between the two languages. While giving feedback during the analyses of these samples, it was identified that some of the students were still having difficulty in this area. Here, the *back-translation* method, which was effectively used in the study, was employed with those students who had difficulty in achieving consistency of tense and of aspect. This enabled them to see clearly the time and aspectual differences between the two languages, English and Turkish. Having acquired a background in time and aspect between the two languages, it was observed that the students were able to focus on these two key terms while making their own translations. The following extracts retrieved from a text concerning economy illustrate the improvement in this area (<https://www.imf.org/en/Publications/WEO/Issues/2018/09/24/world-economic-outlook-october-2018>).

Extract 11 (retrieved from the text that the students translated):

ST: The steady expansion under way since mid-2016 continues, with global growth for 2018-19 projected to remain at in 2017 level. At the same time, however, the expansion has become less balanced and may have peaked in some major economies.

TT: 2016 yılının ortasından bu yana devam eden istikrarlı genişleme, 2018-19 yılındaki küresel büyümenin 2017 yılındaki seviyesinde kalması bekleniyor. Bununla birlikte, aynı zamanda, genişleme daha az dengeye gelmiştir ve bazı büyük ekonomilerde zirveye ulaşmış olabilirdi. (Student 24)

As seen in the extracts given above, the translation and interpretation of these sentences may be considered acceptable in terms of tense and aspect, as information is conveyed from ST to TT adequately. It was obvious that the analyses and assessments of strong and weak translation samples enabled most of the students to acquire a background in some major terms related to translation, and that that learning these terms always took them one step forward in respect of what to look out for while translating. Despite this positive progress, they needed to receive feedback while doing their own translations. In the first sentence of the extract given above, a translation deficiency was identified by the students and highlighted with red. Having received feedback related to the first sentence, the student translated it

more closely to that in the source text, as seen in the following extract. That is to say, she was able to achieve a higher quality of translation, in terms of rendering the time and aspectual relations between the two languages.

Extract 12 (retrieved from the same text after the feedback given):

TT: 2018-19 yıllarındaki küresel büyümenin 2017 seviyesinde kalması öngörülmesiyle birlikte, 2016 yılının ortasından bu yana süreklilik gösteren istikrarlı büyüme devam etmektedir. Bununla birlikte, aynı zamanda, genişleme daha az dengeye gelmiştir ve bazı büyük ekonomilerde zirveye ulaşmış olabilirdi. (Student 24)

The final analysis in this step was related to *Voice*, which concerns the relationship between subject and verb in a sentence (Baker, 1992). Therefore, the students were asked to focus on the relationship between subject and verb in the sentences while analyzing and assessing the strong and weak samples, and to give consideration to active and passive sentences while undertaking their own translations. Here, the analyses and assessments of the texts involving samples of strong and weak translation played a key a role in enabling the students to see that an active sentence should be translated into an active one, and a passive sentence into a passive one. In this sense, it was determined that most of the students were able to translate a passive sentence into a passive one, and an active sentence into an active one. The following example illustrates the improvement in this area. The text selected was the *User's Manual: Nikon* (https://static.bhphotovideo.com/lit_files/272644.pdf).

Extract 13 (retrieved from the strong sample):

ST: If the product will not be used for an extended period, remove...

TT (retrieved from the strong sample): Ürün uzun süre kullanılmayacaksa,

TT (retrieved from the weak sample): Eğer ürünü geniş bir zamanda kullanmayacaksan, ...

Extract 14 (retrieved from the text that the students translated):

ST: ... While images are being recorded or deleted, ...

TT: ... görüntüler kaydedilirken veya silinirken, ... (Student 3)

While translating from passive into passive, it was observed that most of the students had difficulty when a reduction was used in the passive sentence, and that those having such problems underlined this kind of sentence in the color red and preferred either to omit the passive structure from their own translation or to translate it in the active voice, which often caused a deficient translation. During feedback, such sentences were back-translated from Turkish to English to show the differences between the sentences, as in the following extracts.

Extract 15 (retrieved from the text that the students translated):

ST: ... strong static charges or the magnetic fields produced by equipment such as radio transmitters ...

TT: ...telsiz gibi ekipmanların ürettiği güçlü statik şarjlar veya manyetik alanlar... (Student 9)

In the extract given above, the passive structure was translated as an active one. This is because most of the students had difficulty when a reduction occurred in the source text. To overcome this difficulty and to show the difference between the sentence in the ST and the translation made by the student in the TT, the sentence was back-translated from Turkish to English, as in the following.

TT: ... telsiz vericileri gibi ekipmanların ürettiği güçlü statik yükler veya manyetik alanlar... (Student 9)

Back-translation from Turkish to English: ... strong static charges or the magnetic fields that the equipment like radio transmitters produced...

The extracts above made it clear that the passive structure in the ST had been translated to an active structure in the TT. After receiving feedback and seeing the back-translated form of this sentence, the student made the following translation. Here, the student was able to translate the passive structure in the ST to a passive in the TT.

TT: ... güçlü statik yükler veya radyo vericileri gibi donanımlar tarafından üretilen manyetik alanlar ... (Student 9)

4.4.4 Improvement at textual level

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. To illustrate the improvement in this area, the following extracts involving students' analyses were retrieved from the contract text related to terms and conditions (https://www.timemediakit.com/wp-content/uploads/2018/02/Europe_Print_TermsAndConditions.pdf).

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. In respect of the identification of the *theme* and *rheme* in the clauses and the renderings of the texts, most of the students were able to understand and convey the intended messages in the clauses and texts to the reader. That is to say, the process showed that the students had achieved a gradual improvement in terms of how they managed the flow of information between the source texts and the target texts. The students accomplished this by learning two key terms, *theme* and *rheme* at clause level. 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 extracts given above reveal 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.

In this phase, the texts used in the main study were analyzed and assessed in respect of *Cohesion*. The *cohesion* in a text can be identified as a network among the textual parts (Baker, 1992), and it can be handled in terms of five dimensions: *Reference, substitution, ellipsis, conjunction and lexical cohesion* (Halliday & Hasan, 1976). The following sections illustrate the students' improvement in this area.

The first cohesive device is *reference*. The aim, here, was to help the students to acquire the necessary knowledge about the words and their referents in a text while translating it. In this respect, they analyzed two kinds of translation and assessed the quality of these translations before producing their own translations. The following extracts illustrate how the students were able to assess the extent of the consistency between the nouns or pronouns and their referents in the target texts after they were transferred from ST to TT. The extracts were retrieved from a news text (www.washingtonpost.com/world/2018/10/25/trump-wants-americas-migration-problem-be-like-europes/?utm_term=.089d77b44ba0) (see Appendix U).

Extract 3:

ST: As you have certainly heard by now, there is a caravan of thousands of migrants and asylum seekers slowly walking from Central America to the United States.

President Trump has turned their odyssey into front-page news, insisting that the group is a threat to national security. And to make his point, ...

TT: (retrieved from the strong sample): Şu ana kadar kesinlikle duyduğunuz gibi, Orta Amerikadan Birleşik Devletlere yavaşca yürüyen binlerce göçmen ve sığınmacıdan oluşan bir karavan kafilesi var.

Başkan Trump, grubun ulusal güvenliğe bir tehdit oluşturduğunu ısrar ederek onların bu uzun maceralı yolculuğunu ön sayfa haberlerine taşıdı. Düşüncesini kanıtlamak için, ...

TT: (retrieved from the weak sample): Şuana kadar kesinlikle duyulduğu gibi, Orta Amerikadan Birleşik Devletlere yavaşca yürüyen göçmen ve sığınmacıdan oluşan binlerce karavan kafilesi var.

Başkan Trump, grubun ulusal güvenliğe bir tehdit oluşturduğunu ısrar ederek uzun maceralı yolculuğu ön sayfa haberlerine taşıdı. Düşünceyi kanıtlamak için, ...

In the weak sample, there was a low quality of translation as the referents of nouns or pronouns were not transferred from ST to TT. Here, the students were expected to identify this kind of mistake and to assess the quality of the translation accordingly. The background they acquired here benefitted them while making their own translations. The following extracts, selected to illustrate this improvement, were retrieved from a similar news text which the students translated after the analysis and assessment of weak and strong samples of translation (<https://www.theguardian.com/us-news/2018/oct/18/trump-threatens-to-close-us-mexico-border-over-migrant-caravan>).

Extract 4 (retrieved from the text that the students translated):

ST: Trump has previously threatened to cut off dollars in aid to Honduras, a plan he reiterated on Thursday, saying he was stopping all payments to these countries...

TT: Trump daha önce, perşembe günü yenilediği bir plan olan Honduras'a yapılan milyonlarca doları kesmekle tehdit etti, ... bu ülkelere yapılan tüm ödemeleri durdurduğunu söyledi. (Student 2)

In the light of the extracts retrieved from the ST and TT, it is clear that the strong and weak samples benefitted the students by enabling them to comprehend the relationship between a word and its referent in a text. Thus, here, the student was able to associate the words in the texts with their referents while translating. This achievement was seen in most of the other students' drafts, indicating that they had a background in giving the referents of the nouns or pronouns while translating a text from SL to TL.

The other cohesive devices that the learners were asked to focus on while analyzing the translation between ST and TT, were *substitution* and *ellipsis*. Here, the aim was to show how sentences involving *substitution* and *ellipsis* could be translated from

English into Turkish. In this respect, analysis of the strong and weak samples of translation enabled the learners to gain a background in how to produce a high quality translation of sentences involving these cohesive devices. To illustrate the students' improvement in this area, the following extracts were selected from the news text given above.

Extract 5:

ST: Trump wants America's migration problem to be like Europe's.

TT (retrieved from the strong sample): Trump, Amerika'nın göç sorununun Avrupa'nınki gibi/Avrupanın göç sorunu gibi olmasını istiyor.

TT (retrieved from the weak sample): Trump Amerika'nın göç sorununun Avrupa gibi olmasını ister.

The strong and weak samples enabled the students to see the difference between a high quality of translation and a low quality of translation stemming from *ellipsis*. The strong sample illustrated how an ellipited item in a sentence could be translated from ST to TT. In the ST, the ellipited item is "*migration problem*" and it must be added to the end of the word "*Europe's*" to give the correct rendering of the sentence. The comparison of the samples given above helped the students identify the quality of the translation as strong or weak, and to determine the source of the mistake in the translation. As a result, they acquired a background in this structure and most of them were able to produce a high quality of translation when they encountered this structure in their own translations. The following extract from the news text supports this finding by illustrating the improvement in this area.

Extract 6 (retrieved from the text that the students translated):

ST: I must, in the strongest of terms, ask Mexico to stop this onslaught-and if unable to do so I will call up the U.S. Military and CLOSE OUR SOUTHERN BORDER.

TT: ...Meksikadan bu saldırıyı durdurmalarını istemek zorundayım... eğer bunu yapamazlarsa... (Student 32)

In the clause "*if unable to do so*", the type of ellipsis was the *operator ellipsis* in which the subject of the clause is omitted (Halliday & Hasan, 1976). Here, the subject and auxiliary verb were omitted from the clause, and the ellipited item which

was the subject of the clause refers to the authorities of Mexico. In addition, another cohesive device is *substitution*. In this sentence, the *substitution* was “do so” and it refers to the phrase “... Mexico to stop this onslaught...” in the first clause. It is clear from the extract here, which was retrieved from one of the students’ drafts, that he was able to produce a high quality of interpretation by taking account of the ellipted item and the *substitution* in the sentence. When all of the students’ own translations were analyzed for the purpose feedback, it was determined that most of them were able to translate sentences involving *ellipsis* and *substitution* as they had analyzed a similar structure in the strong and weak samples of translation.

In this step, the mistakes stemming from conjunctions and their interpretation in the target texts were handled. The following extracts, which illustrate the improvement in this area, were retrieved from the text used for the analysis of strong and weak samples, which was related to the report on economy (<https://www.imf.org/en/search?q=executive%20summary%2Cthe%20upswing&sort=relevancy>).

Extract 7:

ST: ... euro area economies are set to narrow excess capacity with support from accommodative monetary policy, and expansionary fiscal policy will drive the US economy above full employment.

TT (retrieved from the strong sample): ... euro bölgesi ekonomileri enflasyonla uyumlu para politikası desteğiyle aşırı kapasiteyi daraltacak ve genişletici maliye politikası Birleşik Devletler ekonomisini tam istihdamın üzerine çıkaracaktır.

TT (retrieved from the weak sample): ... euro ekonomileri alanı kısa vadeli kredi para politikasının desteğiyle fazla kapasiteyi daraltmaya ayarlanmasıyla genişleyici maliye politikası ABD ekonomisini tam istihdamın üstünde tutacaktır.

The analyses of the texts involving translations of strong and weak quality showed that most of the students had acquired a background in terms of finding the source of mistakes which stemmed from the incorrect translation of or omission of conjunctions. In this sense, the comparison of the strong and weak samples enabled the students first to identify the quality of the translation as strong or weak, and then

to establish the source of the mistake that made the translation weak. When the weak sample given above was considered, most of the students were able to highlight the source of the mistake stemming from conjunction as well as the other mistakes which had resulted in a deficient interpretation. That is to say, the omission of the conjunction in the translation from ST to TT restricted the rendering in the TT. In addition, most of the students were able to identify the type of the conjunction as additive. In this regard, identifying mistakes stemming from conjunctions and learning the types of conjunction enabled the students to connect sentences and to provide unity in the ST while interpreting from English into Turkish. The following extract, retrieved from one of the students' drafts, serves to illustrate this improvement. The text used here was a similar text to the one used in the strong and weak samples (<https://www.imf.org/en/Publications/WEO/Issues/2018/09/24/world-economic-outlook-october-2018>).

Extract 8 (retrieved from the text that the students translated):

ST: At the same time, however, the expansion has become less balanced and may have peaked in some major economies.

TT: Ancak, aynı zamanda genişleme daha az dengeli oldu ve bazı büyük ekonomilerde doruklara ulaşabilirdi. (Student 33)

As regards the identification of the types of conjunction in Extract 8, the conjunction *however* is *adversative*, the conjunction *at the same time* is *temporal*, and the conjunction *and* is *additive* (Baker, 1992; Halliday & Hasan, 1976).

When the above extract from one of the student's translations is considered, it is clear that the translation of the conjunctions and their placement in the TT were successfully achieved, in spite of some inadequate interpretation in other parts of the sentence. It was observed that, while a great number of the students were able to translate the conjunctions unconsciously at the beginning of the study, later, most of them were able to do so consciously, as they learnt the types and functions of the conjunctions in the sentences. This improvement process was facilitated by the analyses of the strong and weak samples. As the process progressed, the study showed that most of the students had minimal difficulty in terms of the translation and placement of conjunctions into the target texts. In addition to this, identifying the type and the function of the conjunctions in the source texts enabled them to form

meaningful internal relationships between the sentences to provide unity in the paragraphs of the target texts.

Lexical cohesion is related to the choice of vocabulary to form cohesion in a text and it is handled in terms of two categories: *reiteration* and *collocation* (Baker, 1992; Halliday & Hasan, 1976). In this respect, it may be concluded that the choice of words plays a significant role in forming cohesion in the TT, while translating and interpreting a text from SL to TL. In this phase, the students analyzed the texts in terms of all types of *reiteration* and *collocation*. The process showed that analysis of two types of translation, strong and weak samples respectively, enabled the students to identify the deficiencies in interpretation stemming from *lexical cohesion* and to acquire a background that helped them to achieve cohesion in their own translations. To stimulate improvement in this area, examples of how to provide *reiteration* between the two texts were given, as in the following extracts, which were retrieved from the text: User's Manual: Nikon.

Extract 9:

ST: When cleaning the camera body, use a blower to gently remove dust and lint, then wipe gently with a soft, dry cloth. After using the camera at the beach or seaside, wipe off any sand or salt using a cloth lightly dampened in pure water and then dry the camera thoroughly.

TT (retrieved from the strong sample): Fotoğraf makinesi gövdesini temizlerken, toz ve iplik parçalarını hafifçe temizlemek için bir havalı fırça kullanın, ardından yumuşak, kuru bir bezle hafifçe silin. Fotoğraf makinesini plaj ya da deniz kıyısında kullandıktan sonra, kum veya tuzu saf suyla hafif nemlendirilmiş bir bez kullanarak silin ve ardından fotoğraf makinesini iyice kurulayın.

TT (retrieved from the weak sample): Kamera temizleniyorken, toz ve iplik parçalarını hafifçe temizlerken bir fırça kullanın veya yumuşak, kuru bir bezle temizleyin. Fotoğraf makinesini sahilde ya da denizde kullandıktan sonra, saf suda nemlendirilen bir bezin hafifçe kullanılması tuz ya da kumu yok eder ve o zaman tamamen kurur.

The analysis of these two samples, the first of which involved a high quality of translation and the second a weak quality, illustrated *reiteration* in a text. In the

strong sample given above, it was clear that the repeated word *camera* in the ST had to be repeated in the TT to form a cohesive relationship between the sentences in the text. Most of the students understood the need for this, and so it was observed that most of them were able to identify the source of the mistake in the weak sample, in which the repeated word in the ST was not translated in the TT. However, it was determined that some of the students had difficulty in identifying the source of the mistake. Hence, those students who were having problems in identifying the mistake that led to an inadequate translation in the TT were given feedback on *repetition*, and the difference between the strong sample and weak sample was shown through the *back-translation* method from Turkish to English. The feedback provided had an immediate impact in that it enabled the students to identify the mistakes more easily and, as a result, to use the given information more efficiently in the next steps. In other words, the analyses of the samples given above proved effective in facilitating an improvement in the students' own translation in the next step. This is because they realized that when an item was reiterated in the ST, it must be reiterated in the TT in order to form cohesion in the TT, and that, otherwise, ambiguity could occur in the TT. The following extracts, selected from the User's Manual: Nikon, illustrate how the analyses of weak and strong samples and the feedback given enabled the students' improvement in *lexical cohesion*.

Extract 10 (retrieved from the text that the students translated):

ST: Do not unplug the product or remove the battery while the product is on or while the images are being recorded or deleted.

TT: Ürün açıkken veya resimler kadediliyorken yada siliniyorken ürünü fişten çekmeyin veya pili çıkarmayın. (Student 18)

4.4.5 Improvement at pragmatic level

The previous dimension of the textual analysis was related to *cohesion*. In this phase of the analysis, the clauses in the texts were analyzed in terms of *coherence*, which was the last dimension of the textual analyses. Here, it was aimed to help the students to acquire knowledge of *coherence* and to assess the level of the translation quality in in the target texts accordingly.

The principal distinction between *cohesion* and *coherence* is that, while *cohesion* deals with the surface relations providing the connection between words and

expressions in a text, *coherence* is related to conceptual and meaning dependencies among them (Baker, 1992). In the light of this information, it might be concluded that *cohesion* is related to lexical and grammatical relations in the text and that *coherence* is related to meaning dependencies which may show variation according to the readers of the text. In other words, *cohesion* and *coherence* complete each other in a text. Here, however, the students were asked to assess the quality of translation by considering *cohesion* and *coherence* separately. In this way, the improvement in terms of *coherence* or *cohesion* could be observed distinctly. While the analyses given in the previous section illustrate the improvement in *cohesion* the following extracts, which were selected from the texts that the students translated, illustrate the improvement in terms of *coherence* and the extent to which the target text was coherent or incoherent within itself. Here, the extracts were retrieved from the text concerning a report on economy (<https://www.imf.org/en/search?q=executive%20summary%20the%20upswing&sort=relevancy>).

Extract 1:

ST: The upswing in global investment and trade continued in the second half of 2017. At 3.8 percent, global growth in 2017 was the fastest since 2011. With financial conditions still supportive, global growth is expected to tick up to a 3.9 percent rate in both 2018 and 2019.

TT (retrieved from the strong sample): Küresel yatırım ve ticaretteki artış 2017'nin ikinci yarısında devam etti. Yüzde 3.8 oranla, 2017 yılındaki küresel büyüme 2011 yılından itibaren en hızlı seviyede gerçekleşti. Finansal koşulların hâlâ destekleyici olmasıyla birlikte, küresel büyümenin 2018 ve 2019 yıllarında yüzde 3,9'a yükselmesi bekleniyor.

TT (retrieved from the weak sample): Küresel yatırım ve ticarete artış 2017 yılında devam etmektedir. 2011 yılındaki % 3.8 olan büyüme 2017'de en hızlıydı. Finansal destekler hâlâ destekleyicidir, küresel büyümenin 2018 ve 2019'da yüzde 3.9 oranında artacağı tahmin edilmektedir.

When these two samples are taken together, it was obvious that the weak sample involved a low quality of translation in terms of *coherence*. When the students' analyses and assessments related to these two samples were considered, it was determined that they were able to define these two texts as strong or weak and to

decide which one was a good translation and which one was poor, in terms of *coherence*. The students' identification of these two text types as strong or weak was supported by the scores they gave to these translations. In other words, the students gave low scores to the translation in the weak sample and high scores to the one in the strong sample. In this respect, by analyzing first the strong translation and then the weak one, the students acquired a background in how to form *coherence* within the target text that they would translate from the source text in the next step. The following extracts illustrate this improvement in terms of *coherence*. The text used here was a similar text to the text used in the strong and weak samples (<https://www.imf.org/en/Publications/WEO/Issues/2018/09/24/world-economic-outlook-october-2018>).

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

ST: The steady expansion under way since mid-2016 continues, with global growth for 2018-19 projected to remain at its 2017 level. At the same time, however, the expansion has become less balanced and may have peaked in some major economies. Downside the risks to global growth have risen in the past six months and the potential for upside surprises has receded.

TT: 2016 yılının ortasından beri devam eden istikrarlı büyüme, 2018-19 yılı için küresel büyümenin 2017 seviyesinde kalması bekleniyor. Bununla birlikte, genişlemede daha az denge oluyor ve bazı büyük ekonomilerde zirveye ulaşmış olabilir. Son altı ayda küresel büyümeye yönelik riskler arttı ve ters surprizler için potansiyel azaldı. (Student 2)

In self- and peer-assessment, the translation given above was deemed inadequate, as it involved a low quality of consistency between the sentences. After the parts of the translation which the student deemed deficient were highlighted with the color red, written feedback was given on these deficiencies and the student was then able to translate the same part again, as seen below.

Extract 3 (retrieved from the same text after assessment and feedback):

TT: 2016 yılının ortasından beri devam eden istikrarlı büyüme, 2018-19 yılı için küresel büyümenin 2017 seviyesinde kalması bekleniyor. Ama, aynı zamanda, genişleme daha az dengelenmiştir ve bazı büyük ekonomilerde

zirveye ulaşmış olabilirdi. Son altı ayda küresel büyümeye yönelik riskler aşağı yönlü artmış ve yukarı yönlü sürprizlerin olma olasılığı gerilemiştir. (Student 2)

In the extract given above, it is obvious that the student has achieved a higher quality of translation than in the previous attempt. Here, it might be concluded that the student gained an improvement in *coherence* after the process of assessment and feedback, and that he could form it within the target text. After the analyses and assessment of the other students' drafts, it was determined that most of them had made a considerable improvement in this area, as seen in the extracts given above.

4.4.6 Conclusion

Based on the above 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 class.

On the whole, the teaching process provided an opportunity for the students to examine two types of sample 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 classes, 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. Last but not least, the analyses given above indicate that the students in the study had made gradual progress in their translation classes.





5. DISCUSSION AND CONCLUSION

5.1 Discussion and Conclusion

This chapter presents a discussion of the findings of the study and reaches a conclusion, in the light of the research context. Here, the findings are first compared with the related literature and then matched with the research questions. In this way, the role of the present study in the research context is determined. 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 classes?” In this phase of the study, the students’ attitudes towards translation classes were examined by means of semi-structured interviews and pre-and post-structured interviews, measuring their attitudinal changes during the process. Here, the qualitative findings were also confirmed by the quantitative results obtained from the Translation Class Evaluation Questionnaire.

The qualitative findings revealed that the students in the study showed positive attitudinal changes towards the teaching method and the content of the translation classes, 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 classes between the pre-and post-interviews. In this regard, when the teaching method in translation classes 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 classes, 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 et al., 2014). In other words, it may be concluded that the students' improvement in the classes 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 classes 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 classes. 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 classes. 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 classes 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 et al., 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 classes. That is to say, when the students in translation classes 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 classes, 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; Thawabich, 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 classes, 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 classes. 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 et al., 1999; Leahy et al., 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 classes. 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 class were replaced by positive attitudes. Their performance improved, as they overcome 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 classes 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 classes. They made a significant improvement in their translation classes, 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.

5.2 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 classes, and the focal point in the study was to explore the effect of the self-assessment process on students' achievements in the translation classes. 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.



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APPENDIX A: Translation Rubric: The Analytic Scoring Rubric

Scores, Criteria, and Total score						
	Score 1: Poor	Score 2: Inadequate	Score 3: Adequate	Score 4: Good	Score 5: Excellent	Total score
Equivalence at Word Level	<p>Incorrect translation because of inaccuracy in lexical meaning or semantic fields.</p> <p>Many errors related to the meanings of culture-specific concepts.</p> <p>Equivalence at word level is definitely not achieved.</p>	<p>A low level of accuracy in the translation of words in terms of lexical meaning and semantic fields.</p> <p>Some serious mistakes in culture-specific concepts.</p> <p>Equivalence at word level is not achieved in spite of some accuracy.</p>	<p>A moderate level of translation in terms of lexical meaning and semantic fields.</p> <p>Some unimportant mistakes in giving the meanings of culture-specific concepts.</p> <p>Equivalence at word level is achieved to some extent.</p>	<p>A high level of accuracy in the translation of words in terms of lexical meaning and semantic fields.</p> <p>A high level of translation of culture-specific concepts.</p> <p>Equivalence at word level is achieved.</p>	<p>No mistakes in terms of lexical meaning or semantic fields.</p> <p>Completely correct translation of culture specific-concepts</p> <p>Equivalence at word level is completely achieved.</p>	
Equivalence above Word Level	<p>Lack of translation of collocations.</p> <p>Many errors in culture-specific collocations.</p> <p>Numerous problems in giving the meanings of idioms or fixed expressions.</p> <p>Equivalence above word level is definitely not achieved.</p>	<p>A low level of accuracy in the translation of collocations.</p> <p>Some serious mistakes in culture-specific collocations.</p> <p>Some serious mistakes in terms of the meanings of the idioms or fixed expressions.</p> <p>Equivalence above word level is not achieved in spite of some accuracy.</p>	<p>A moderate level of accuracy in the translation of collocations.</p> <p>Some unimportant mistakes in giving the meanings of culture-specific collocations.</p> <p>Some unimportant mistakes in giving the meanings of idioms or fixed expressions.</p> <p>Equivalence above word level is achieved to some extent.</p>	<p>A high level of accuracy in the translation of collocations.</p> <p>A high level of accuracy in culture-specific collocations.</p> <p>A high level of accuracy in giving the meanings of idioms or fixed expressions.</p> <p>Equivalence above word level is achieved.</p>	<p>No mistakes in terms of the rendering of collocations, culture-specific collocations, idioms, or fixed expressions.</p> <p>In spite of some non-equivalent or cultural restrictions, equivalence above word level is completely achieved.</p>	
Grammatical Equivalence	<p>A poor level of translation in terms of grammar.</p> <p>Many morphological errors (plural and singular forms).</p> <p>A poor translation in terms of the syntax between the two languages.</p> <p>Many grammatical mistakes in terms of number, gender, person, voice, or tense and aspect.</p> <p>Grammatical equivalence is definitely not achieved.</p>	<p>A low level of translation in terms of grammar.</p> <p>Some serious mistakes because of the syntactical and morphological differences between the two languages.</p> <p>Frequent grammatical mistakes in terms of number, gender, person, voice, or tense and aspect.</p> <p>Grammatical equivalence is not achieved in spite of some accuracy.</p>	<p>A moderate level of translation in terms of grammar.</p> <p>Some unimportant mistakes because of the syntactical and morphological differences between the two languages.</p> <p>Some mistakes in terms of number, gender, person, voice, or tense and aspect.</p> <p>Grammatical equivalence is achieved to some extent.</p>	<p>A high level of grammatical accuracy in translation.</p> <p>Correct translation in spite of the syntactical and morphological differences between the two languages.</p> <p>A high level of accuracy in terms of number, gender, person, voice, or tense and aspect.</p> <p>Grammatical equivalence is achieved.</p>	<p>Completely correct translation in terms of morphology and syntax.</p> <p>No mistakes between the two languages in terms of number, gender, person, voice, or tense and aspect.</p> <p>Grammatical equivalence is completely achieved.</p>	

Textual Equivalence	<p>Lack of thematic structure and so unsuccessful transfer of theme and rheme in the text.</p> <p>A poor level of accuracy in transferring information between the texts.</p> <p>Many errors related to cohesion.</p> <p>Many errors related to cohesive links (conjunctions).</p> <p>Textual equivalence is definitely not achieved.</p>	<p>A low level of accuracy in terms of theme and rheme.</p> <p>An inadequate level of accuracy in transferring information between the texts.</p> <p>Some serious mistakes related to cohesion.</p> <p>Some serious mistakes related to cohesive links (conjunctions).</p> <p>Textual equivalence is not achieved in spite of some accuracy.</p>	<p>A moderate level of accuracy in transferring theme and rheme.</p> <p>A moderate level of accuracy in transferring information between the texts.</p> <p>Some unimportant mistakes related to cohesion.</p> <p>Some unimportant mistakes related to cohesive links. (conjunctions)</p> <p>Textual equivalence is achieved to some extent.</p>	<p>A high level of accuracy in transferring the theme and rheme.</p> <p>A high level of accuracy in transferring information between the texts.</p> <p>A high level of accuracy in cohesion.</p> <p>Correct translation of cohesive links. (conjunctions).</p> <p>Textual equivalence is achieved.</p>	<p>Successful transfer of the theme and rheme.</p> <p>Complete accuracy in transferring information between the texts.</p> <p>No mistakes in terms of cohesion.</p> <p>No mistakes in the translation of cohesive links (conjunctions).</p> <p>Textual equivalence is completely achieved.</p>	
Pragmatic Equivalence	<p>Lack of coherence between the sentences.</p> <p>Lack of interpretation of the sentences.</p> <p>Pragmatic equivalence is definitely not achieved.</p>	<p>A low level of accuracy in terms of coherence.</p> <p>An inadequate level of interpretation of the sentences.</p> <p>Pragmatic equivalence is not achieved in spite of some accuracy.</p>	<p>A moderate level of accuracy in coherence</p> <p>A moderate level of interpretation of the sentences.</p> <p>Pragmatic equivalence is achieved to some extent.</p>	<p>A high level of accuracy in coherence.</p> <p>A high level of interpretation of the sentences.</p> <p>Pragmatic equivalence is achieved.</p>	<p>No mistakes in terms of coherence or the interpretation between the two languages.</p> <p>Pragmatic equivalence is completely achieved.</p>	

APPENDIX B: Inter-rater Reliability

	Assessment 1 (Test)				Assessment 2 (Re-test)			
	Cronbach's Alpha	Cronbach's Alpha if Item Deleted	Intraclass Correlation Coefficient	Sig.	Cronbach's Alpha	Cronbach's Alpha if Item Deleted	Intraclass Correlation Coefficient	Sig.
Word Level R1	.894	.881	.862	.000	.885	.875	.792	.000
Word Level R2		.888				.900		
Word Level R3		.900				.887		
Word Level R4		.892				.875		
Above-word Level R1		.885				.868		
Above-word Level R2		.883				.879		
Above-word Level R3		.885				.887		
Above-word Level R4		.889				.875		
Grammatical Level R1		.884				.870		
Grammatical Level R2		.889				.885		
Grammatical Level R3		.892				.881		
Grammatical Level R4		.892				.876		
Textual Level R1		.885				.870		
Textual Level R2		.888				.891		
Textual Level R3		.890				.889		
Textual Level R4		.892				.864		
Pragmatic Level R1		.891				.864		
Pragmatic Level R2		.892				.887		
Pragmatic Level R3		.897				.884		
Pragmatic Level R4		.892				.864		

APPENDIX C: Intra-rater Reliability

		Cronbach's Alpha	Cronbach's Alpha if Item Deleted (Assessment 1)	Cronbach's Alpha if Item Deleted (Assessment 2)	Intraclass Correlation Coefficient	Sig.
Rater 1	Word Level	.867	.835	.872	.867	.000
	Above-word Level		.844	.873		
	Grammatical Level		.836	.866		
	Textual Level		.823	.868		
	Pragmatic Level		.839	.869		
Rater 2	Word Level	.859	.826	.855	.859	.000
	Above-word Level		.822	.854		
	Grammatical Level		.816	.854		
	Textual Level		.821	.882		
	Pragmatic Level		.826	.870		
Rater 3	Word Level	.821	.805	.831	.821	.000
	Above-word level		.784	.796		
	Grammatical Level		.819	.816		
	Textual Level		.781	.819		
	Pragmatic Level		.805	.779		
Rater 4	Word Level	.840	.804	.841	.840	.000
	Above-word level		.817	.841		
	Grammatical Level		.804	.845		
	Textual level		.804	.840		
	Pragmatic Level		.804	.840		

APPENDIX D: Self-assessment Holistic Rubric

Please, evaluate your own performance throughout the whole process in which the seven strategies of AfL were implemented in a translation class, and give a proper score from 1 to 5.

Score 1: Poor

Score 4: Good

Score 2: Inadequate

Score 5: Excellent

Score 3: Adequate

No.	Criteria	Score
1	At the beginning of the translation activity, I was able to clearly understand the targets of the lesson (learning targets).	
2	In the translation activity, I could understand the differences between strong and weak translation samples.	
3	After receiving feedback related to the translation of the strong and weak text samples, I could notice my strengths and weaknesses .	
4	In my translation, I could manage to set goals and assess my own translation.	
5	In my translation paper, I could focus on one aspect that I mostly had trouble with.	
6	During revision , I could notice my weaknesses and develop a plan to improve my translation from source language to target language.	
7	I actively engaged in the process in which translation activities were implemented. To this end, I could achieve equivalence in terms of all levels in my translation from source text to target text (i.e., word level, above word level, grammar, textual level and pragmatics).	

Note: The self-assessment rubric was developed according to Baker, 1992; Chappuis, 2005; Halliday & Hasan, 1976; Hurtado Albir, 2015.

APPENDIX E: Student Self-assessment Form

My strengths and areas to improve

Trait(s): _____

Name: _____

Name of paper _____

Date: _____

My Opinion:

My strengths: _____

What I think I need to work on is _____

My Peer's Opinion

Strengths include _____

Work on _____

My Teacher's Opinion

Strengths include _____

Work on _____

My Plan

What I will do now is _____

Next time I'll ask for feedback from _____

Note: Retrieved from Chappuis, 2015

APPENDIX F: Translation Class Evaluation Questionnaire

This questionnaire was developed for collecting data related to the learners' attitudes towards translation lessons, not for grading you. Please, tick the items ranging from *Strongly Disagree* to *Strongly Agree* to share your views. The data gathered from this questionnaire will be used only in my doctoral dissertation.

Semih OKATAN

No.	Items	Strongly Disagree	Disagree	No idea	Agree	Strongly Agree
1	In translation classes, the teacher's way of giving instruction is clear.	1	2	3	4	5
2	The teacher organizes the learning process well.	1	2	3	4	5
3	I find the teacher's teaching method useful for my improvement in translation.	1	2	3	4	5
4	I find the teacher's feedback motivating for my improvement in translation.	1	2	3	4	5
5	The teacher encourages me to be an active learner.	1	2	3	4	5
6	I find the communication between the teacher and the students positive.	1	2	3	4	5
7	The content of the translation classes is adequate for me to identify my strengths and weaknesses.	1	2	3	4	5
8	I think that I have made an improvement in translation.	1	2	3	4	5
9	I like taking an active role in the translation classes.	1	2	3	4	5
10	I can explore the errors in my translation.	1	2	3	4	5
11	I can determine the level of my performance in translation.	1	2	3	4	5
12	The translation classes make me feel under pressure.	5	4	3	2	1
13	At the beginning of the translation classes, I am already thinking about failure.	5	4	3	2	1
14	When I am asked to check my translation, I hesitate for fear of finding my errors.	5	4	3	2	1
15	I do not like joining in the activities in the	5	4	3	2	1

	translation classes.					
16	During translation, when I find my own mistake in a sentence and correct it, I feel more eager to translate the next sentence(s).	1	2	3	4	5
17	I have recognized that my grammar has improved in the translation classes.	1	2	3	4	5
18	Thanks to translation, I have made an improvement in vocabulary.	1	2	3	4	5
19	I am distracted when my friends correct my mistakes.	5	4	3	2	1
20	I do not want my friends to correct my mistake(s) in the translation classes.	5	4	3	2	1
21	Sometimes, I need my friend's help while translating a text.	1	2	3	4	5
22	I enjoy working in a group while translating a text.	1	2	3	4	5
23	I do not think that I have made any progress in the translation classes.	5	4	3	2	1
24	I do not find the content of translation classes beneficial for foreign language learning.	5	4	3	2	1

APPENDIX G: Reliability of the Translation Class Evaluation Questionnaire

Case Processing Summary

		N	%
Cases	Valid	277	76,7
	Excluded ^a	84	23,3
	Total	361	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,825	24

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1. In translation classes, the teacher's way of giving instruction is clear.	79,6606	111,095	,575	,808
Item 2. The teacher organizes the learning process well.	79,6245	109,735	,581	,808
Item 3. I find the teacher's teaching method useful for my improvement in translation.	79,7292	109,292	,593	,807
Item 4. I find the teacher's feedback motivating for my improvement in translation.	79,4332	109,877	,634	,805
Item 5. The teacher encourages me to be an active learner.	79,8014	112,160	,526	,811
Item 6. I find the communication between the teacher and the students positive.	79,5090	108,881	,622	,805
Item 7. The content of the translation classes is adequate for me to identify my strengths and weaknesses.	79,4982	113,715	,502	,812
Item 8. I think that I have made an improvement in translation.	79,2635	111,209	,608	,807
Item 9. I like taking an active role in the translation classes.	79,3755	113,974	,470	,814
Item 10. I can explore the errors in my translation.	79,1155	117,356	,390	,818
Item 11. I can determine the level of my performance in translation.	79,1986	116,471	,444	,815
Item 12. The translation classes make me feel under pressure.	78,5921	125,902	,070	,828
Item 13. At the beginning of the translation classes, I am already thinking about failure.	78,4910	127,519	-,030	,830
Item 14. When I am asked to check my translation, I hesitate for fear of finding my errors.	78,4765	125,888	,081	,827
Item 15. I do not like joining in the activities in the translation classes.	78,4693	126,460	,049	,828
Item 16. During translation, when I find my own mistake in a sentence and correct it, I feel more eager to translate the next sentence(s).	79,1300	117,693	,335	,820
Item 17. I have recognized that my grammar has improved in the translation classes.	79,4404	112,124	,540	,810
Item 18. Thanks to translation, I have made an improvement in vocabulary	79,3141	111,463	,554	,809

Item 19. I am distracted when my friends correct my mistakes.	78,5415	125,952	,074	,828
Item 20. I do not want my friends to correct my mistake(s) in the translation classes.	78,4296	124,833	,152	,825
Item 21. Sometimes, I need my friend's help while translating a text.	79,0542	126,834	-,021	,835
Item 22. I enjoy working in a group while translating a text.	79,4368	120,305	,206	,827
Item 23. I do not think that I have made any progress in the translation classes.	78,6209	126,830	,014	,829
Item 24. I do not find the content of translation classes beneficial for foreign language learning.	78,4982	126,171	,059	,828



APPENDIX H: Factor Analysis of the Translation Class Evaluation Questionnaire

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,865
	Approx. Chi-Square	1699,004
Bartlett's Test of Sphericity	df	276
	Sig.	,000

Communalities

	Initial	Extraction
Item 1. In translation classes, the teacher's way of giving instruction is clear.	1,000	,688
Item 2. The teacher organizes the learning process well.	1,000	,653
Item 3. I find the teacher's teaching method useful for my improvement in translation.	1,000	,651
Item 4. I find the teacher's feedback motivating for my improvement in translation.	1,000	,591
Item 5. The teacher encourages me to be an active learner.	1,000	,552
Item 6. I find the communication between the teacher and the students positive.	1,000	,539
Item 7. The content of the translation classes is adequate for me to identify my strengths and weaknesses.	1,000	,496
Item 8. I think that I have made an improvement in translation.	1,000	,502
Item 9. I like taking an active role in the translation classes.	1,000	,651
Item 10. I can explore the errors in my translation.	1,000	,469
Item 11. I can determine the level of my performance in translation.	1,000	,500
Item 12. The translation classes make me feel under pressure.	1,000	,471
Item 13. At the beginning of the translation classes, I am already thinking about failure.	1,000	,468
Item 14. When I am asked to check my translation, I hesitate for fear of finding my errors.	1,000	,416
Item 15. I do not like joining in the activities in the translation classes.	1,000	,500
Item 16. During translation, when I find my own mistake in a sentence and correct it, I feel more eager to translate the next sentence(s).	1,000	,643
Item 17. I have recognized that my grammar has improved in the translation classes.	1,000	,615
Item 18. Thanks to translation, I have made an improvement in vocabulary	1,000	,527
Item 19. I am distracted when my friends correct my mistakes.	1,000	,726
Item 20. I do not want my friends to correct my mistake(s) in the translation classes.	1,000	,671
Item 21. Sometimes, I need my friend's help while translating a text.	1,000	,726
Item 22. I enjoy working in a group while translating a text.	1,000	,677

Item 23. I do not think that I have made any progress in the translation classes. 1,000 ,684

Item 24. I do not find the content of translation classes beneficial for foreign language learning. 1,000 ,617

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
	Total	% of Variance	Cumulative %	Loadings			Loadings		
				Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5,675	23,647	23,647	5,675	23,647	23,647	4,587	19,111	19,111
2	2,393	9,972	33,619	2,393	9,972	33,619	1,751	7,296	26,407
3	1,485	6,186	39,806	1,485	6,186	39,806	1,748	7,284	33,691
4	1,218	5,073	44,879	1,218	5,073	44,879	1,678	6,992	40,682
5	1,155	4,812	49,691	1,155	4,812	49,691	1,483	6,180	46,862
6	1,104	4,599	54,290	1,104	4,599	54,290	1,397	5,823	52,685
7	1,005	4,188	58,477	1,005	4,188	58,477	1,390	5,792	58,477
8	,885	3,687	62,165						
9	,829	3,455	65,620						
10	,801	3,338	68,958						
11	,751	3,127	72,085						
12	,708	2,950	75,035						
13	,681	2,837	77,872						
14	,649	2,706	80,578						
15	,604	2,516	83,093						
16	,568	2,367	85,460						
17	,547	2,278	87,738						
18	,513	2,137	89,876						
19	,495	2,061	91,937						
20	,448	1,867	93,804						
21	,429	1,788	95,592						
22	,380	1,583	97,175						
23	,358	1,490	98,665						
24	,321	1,335	100,000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix^a

		Component						
		1	2	3	4	5	6	7
Learner's attitude towards teacher's teaching method and its effect on his/her own improvement.	Item 1. In translation classes, the teacher's way of giving instruction is clear.	,793						
	Item 2. The teacher organizes the learning process well.	,764						
	Item 3. I find the teacher's teaching method useful for my improvement in translation.	,759						
	Item 4. I find the teacher's feedback motivating for my improvement in translation.	,729						
	Item 5. The teacher encourages me to be an active learner.	,682						
	Item 6. I find the communication between the teacher and the students positive.	,643						
	Item 7. The content of the translation classes is adequate for me to identify my strengths and weaknesses.	,590						
	Item 8. I think that I have made an improvement in translation.	,574						
Learner's attitude towards self-assessment	Item 9. I like taking an active role in the translation classes.		,691					
	Item 10. I can explore the errors in my translation.		,587					
	Item 11. I can determine the level of my performance in translation		,541					
Learner's negative attitude towards translation classes	Item 12. The translation classes make me feel under pressure.			,616				
	Item 13. At the beginning of the translation classes, I am already thinking about failure.			,611				
	Item 14. When I am asked to check my translation, I hesitate for fear of finding my errors.			,600				
	Item 15. I do not like joining in the activities in the translation classes.			,586				
	Item 16. During translation, when I find my own mistake in a sentence and correct it, I feel more eager to translate the next sentence(s).				,765			
Learner's positive attitude towards his/her own improvement in vocabulary and grammar	Item 17. I have recognized that my grammar has improved in the translation classes.				,623			
	Item 18. Thanks to translation, I have made an improvement in vocabulary				,525			
	Item 19. I am distracted when my friends correct my mistakes.					,824		
Learner's negative attitude towards peer-assessment	Item 20. I do not want my friends to correct my mistake(s) in the translation classes.					,767		
	Item 21. Sometimes, I need my friend's help while translating a text.						,795	
Learner's positive attitude towards peer-assessment.	Item 22. I enjoy working in a group while translating a text.						,742	
	Item 23. I do not think that I have made any progress in the translation classes.							,789
Learner's general negative attitude towards translation classes.	Item 24. I do not find the content of translation classes beneficial for foreign language learning.							,680

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

APPENDIX I: Semi-structured Interview for Course Evaluation

This interview was formed to evaluate your attitudes towards your own translation class, not to grade you in the translation classes. Write down your opinions about the process of your translation classes. Please, use your native language in your explanations.

A. Teaching method and the content of the translation classes.

1. Do you think that the teaching method in your translation classes is effective?

- a) Yes b) No

Why? _____

2. Do you think that the content of the translation classes makes you an active participant?

- a) Yes b) No

If yes, How? _____

3. Do you think that the texts used in the translation classes are effective for your improvement in language and career after university?

- a) Yes b) No

Why? _____

4. Which one do you prefer to check the accuracy in your translation?

- a) your own assessment
b) teacher's assessment
c) your peer's assessment

Why? _____

5. How do you describe the teaching method in your translation classes?

- a) Effective and well-organized
b) Inadequate and time-consuming

Why? _____

6. The practises in the translation classes are _____

- a) adequate for my improvement in translation.
b) inadequate for my improvement in translation.

Why? _____

7. The strategies that the teacher uses in the translation classes are _____
- a) useful for me to improve my assessment skills.
 - b) useless for me to improve my assessment skills.

Why? _____

8. What are your general positive opinions related to your translation classes?

9. What are your general negative opinions related to your translation classes?

B. Self-assessment and student's proficiency level in the translation classes.

1. Do you know what self-assessment is?
- a) Yes b) No
2. What is your role in your translation class?
- a) An active learner b) A passive learner

Why? _____

3. What is your proficiency level in your translation class?
- a) Poor
 - b) Insufficient
 - c) Sufficient
 - d) Good
 - e) Excellent

Why? _____

4. The challenges that you have in your translation classes are generally related to _____
- a) texts and the practises
 - b) teaching method
 - c) the way of assessment
 - d) Other(s) _____

Why? _____

5. What are your strengths in your translation classes?

6. What are your weaknesses in your translation classes?

7. How do you evaluate your performance in your translation class? Do you want to assess your own paper? (but not for grading, just for accuracy and being an active learner).

C. Peer-assessment.

1. Do you know what peer-assessment is?

- a) Yes b) No

2. Do you want your peer(s) to correct the mistakes in your translation paper?

- a) Yes b) No

Why? _____

3. How often do you need your peer's help while translating a text?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

4. When your peer corrects your mistake(s), how do you feel?

- a) Disappointed
- b) Motivated
- c) Other(s) _____

5. Do you think that group-work is _____?

- a) effective

b) ineffective

Why? _____

D. The teacher's role.

1) Is your teacher's teaching method effective for your improvement?

a) Yes b) No

2) What is your teacher's position in the classroom?

a) He/she controls the whole teaching and learning process and gives direct instructions.

b) He/she encourages us to engage in the process and considers our comments.

c) Other(s) _____

3) Does the teacher give you clear and understandable instructions about the learning targets of the translation classes?

a) Yes b) No

4) When does the teacher give you feedback?

a) While translating a text

b) After the translation of a given text

c) No feedback is given while translating or after translation

If your answer is 'a' or 'b', Which one is more effective for your improvement? And Why? _____

5) Does the teacher encourage you to take an active role in your translation classes?

a) Yes b) No

Please, explain: _____

APPENDIX J: Student Focus Group Interview Questions

This is a focus group interview, the aim of which is to evaluate learners' point of views towards AfL, and it was administered after the completion of each session in the study.

1. Were the instructions given by the teacher clear or not? Give an example?
2. How did you feel while assessing yourself?
3. Were there any challenges that you experienced while assessing your own translation? If yes, what are those?
4. Was the lesson effective for your improvement? Why?
5. Could you understand all the process of the given instructions in the lesson?
6. How did you correct your mistakes? Why?
 - a) By correcting it by yourself
 - b) By asking your teacher to correct it
 - c) By asking your friend to correct it
7. What are the advantages and disadvantages _____?
 - a) When your teacher assesses you
 - b) When you assess yourself
 - c) When your peer(s) assess(es) you
8. When you were asked to assess your translation, do you believe that you were able to identify your own weaknesses and strengths? If yes, what are those?
 - a) Your strengths: _____
 - b) Your weakness: _____
9. Please, evaluate your performance and the strategies used in the teaching process.
10. Please, evaluate the teaching and learning process.

APPENDIX K: Observation Form

In this form, the researcher took notes according to the field note technique, and he aimed to monitor how Assessment for Learning process was conducted in a classroom setting and to identify the difficulties observed in the process of implementing of AfL criteria.

Strategies (adapted according to Chappuis, 2015)	Current Practices/Activities and Explanations
Learning targets / Scenario creating activity	The targets of the present text translation
Analysis and assessment of strong and weak samples	
Descriptive feedback	
The process of self-assessment and goal setting for the next step	The students' current knowledge
Diagnosing the misconceptions or other challenges that the students have	
Overcoming the misconceptions or the challenges identified in the previous step	
Monitoring the improvement	
	Closing the gap in knowledge

APPENDIX L: Observation Checklist

This checklist was prepared to monitor learners' performance, to evaluate how the seven strategies of AfL were implemented, and to what extent the desired goals of the lesson were achieved in line with Formative Assessment. The items in the checklist were formed according to the desired targets of the AfL process.

No.	Items	Yes	Partly	No
1	Are learners asking questions related to the targets of the lesson?			
2	Can learners identify the distinctions between weak and strong models of examples?			
3	Do learners ask for help during the translation activity?			
4	Are learners taking an active role in the self-assessment process and setting goals?			
5	Can learners recognize their mistakes and correct them?			
6	Are learners' self-assessment and translation skills improving?			
7	Are learners aware of their improvement in terms of self-assessment and translation skills?			
8	Are learners' attitudes towards self-assessment in the translation class positive?			
9	Do learners share their knowledge with their peers?			
10	Is there any specific improvement related to the process of AfL?			

APPENDIX M: Student Diaries

The following questions were prepared to enable the students in the study to express the impression which the study made on them. They kept their dairies in their native language, Turkish.

1. What problems did you experience in your translation task?
2. What have you learned from this translation task?
3. What are your weaknesses in the present text translation?
4. What are your strengths in the present text translation?
5. What do you think about the current teaching method?
6. What targets have you set for your next translation task?
7. Your own personal comments about teaching method

APPENDIX N: Permission for the Pilot Study¹

T.C
KAFKAS ÜNİVERSİTESİ
Fen-Edebiyat Fakültesi Dekanlığı

Sayı : 28644117- 905.02/ 771
Konu : Öğr.Gör.Semih OKATAN


21.11.2018

Sayın: Öğr.Gör.Semih OKATAN

İlgi :19.11.2018 tarih ve 119614 sayılı yazımız

“An Exploratory Investigation into the Use of Strategies of Assessment for Learning in Translation Classes and the Role of Translation in the Teaching of the Source Language in Higher Education” Doktora tezinin Fakültemiz Mütercim Tercümanlık Bölümü ikinci sınıf öğrencileriyle MTB 207 I İngilizce Türkçe çeviri III dersinde Uygulamasını yapma talebiniz Dekanlığımızca uygun görülmüştür.

Bilgilerinize rica ederim.


Prof. Dr. Haydar YÜKSEK
Dekan V.

¹ The title of the thesis was changed as “ A Formative Approach to Translator Training” by the Committee of the Thesis Monitoring on 12.12.2018. The content of the study was not changed. (Tez başlığı “Çevirmen Eğitime Biçimlendirici Bir Yaklaşım” olarak Tez İzleme Komitesi tarafından 12.12.2018 tarihinde değiştirilmiştir. Çalışma içeriği değiştirilmemiştir).

APPENDIX O: Permission for Piloting the Questionnaire

T.C
KAFKAS ÜNİVERSİTESİ
Fen-Edebiyat Fakültesi Dekanlığı

Sayı : 28644117- 905.02/ Qf
Konu : Öğr.Gör. Semih OKATAN
Tez Çalışması

28.12.2018

Sayın: Öğr.Gör. Semih OKATAN

Doktora tezinizde kullanılmak üzere çeviri dersi değerlendirme anketinin güvenilirlik ve geçerliliğini sağlamak için anketin pilot uygulama aşamasını İngiliz Dili ve Edebiyatı Bölümü 1.2.3. ve 4. sınıflarında yapma talebiniz Dekanlığımızca uygun görülmüştür.

Bilgilerinize rica ederim.


Prof. Dr. Gencer ELKILIÇ
Dekan V.

Continued...

T.C
KAFKAS ÜNİVERSİTESİ
Fen-Edebiyat Fakültesi Dekanlığı

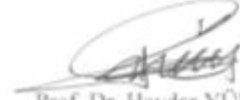
Sayı : 28644117- 905.02/ 948
Konu : Öğr.Gör. Semih OKATAN

21.12.2018

Sayın: Öğr.Gör. Semih OKATAN

Doktora tezinizde kullanılmak üzere çeviri dersi değerlendirme anketinin güvenilirlik ve geçerliliğini sağlamak için anketin pilot uygulama aşamasını Mütercim ve Tercümanlık Bölümü ikinci ve üçüncü sınıflarında yapma talebiniz Dekanlığımızca uygun görülmüştür.

Bilgilerinize rica ederim.



Prof. Dr. Haydar YÜKSEK
Dekan V.



APPENDIX P: Permission for the Questionnaire

Evrak Tarih ve Sayısı: 22/03/2019-1706



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal Bilimler Enstitüsü Müdürlüğü

Sayı : 88083623-020-1706
Konu : Semih OKATAN'ın Etik Onayı Hk.

22/03/2019

Sayın Semih OKATAN

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 11.03.2019 tarihli ve 2019/04 sayılı kararıyla uygun bulunmuştur.

Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Hüseyin KAZAN
Müdür Yardımcısı



APPENDIX Q: Permission for the Questionnaire and Main Study



T.C.
KAFKAS ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : 10829923-10.99-E.10449 -11
Konu : Semih OKATAN

04/2019

İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 20.03.2019 tarih ve 1663 sayılı yazınız.

Üniversiteniz İngiliz Dili ve Edebiyatı Anabilim Dalı Doktora Programı öğrencisi Semih OKATAN'ın tez çalışmasının anket uygulamasını Üniversitemiz Fen Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Mütercim Tercümanlık bölümü öğrencilerine uygulama isteğine ilişkin ilgide kayıtlı yazımız incelemiş olup, ilgili öğrencinin Üniversitemizde bahsi geçen öğrencilere anket çalışmasını uygulaması Rektörlüğümüzce uygun bulunmuştur.

Bilgilerinizi ve gereğini arz ederim.

e-İmzalıdır

Prof.Dr.Engin KILIÇ
Rektör a.
Rektör Yardımcısı

Continued...



T.C.
KAFKAS ÜNİVERSİTESİ REKTÖRLÜĞÜ
Fen Edebiyat Fakültesi Dekanlığı

Sayı : 66323135-10.99-E.11213
Konu : Semih OKATAN

15/04/2019

REKTÖRLÜK MAKAMINA
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 01.04.2019 tarih ve 10829923-10.99-9765 sayılı yazınız.

İlgi yazınızla belirtilen, İstanbul Aydın Üniversitesi İngiliz Dili ve Edebiyatı Anabilim Dalı Doktora Programı öğrencisi Semih OKATAN'ın "A FORMATIVE APPROACH TO TRANSLATOR TRAINING" adlı tez çalışması kapsamında Fakültemiz İngiliz Dili ve Edebiyatı Anabilim Dalı ve Mütercim-Tercümanlık Bölümü öğrencilerine anket uygulaması ve tezle ilgili uygulama çalışmasının yapılması Dekanlığımızca uygun görülmüştür.

Bilgilerinize arz ederim

e-imsaladır
Prof.Dr.Gencer ELKILIÇ
Dekan V.

Ek : Yazı örneği (1 Sayfa)

APPENDIX R: Text Related to the User's Manual (Nikon)

Strong Sample for the Translation of User's Manual (NIKON)

Source Text	Target Text
<p>Caring for the Camera and Battery: Cautions</p> <p>Cleaning: When cleaning the camera body, use a blower to gently remove dust and lint, then wipe gently with a soft, dry cloth. After using the camera at the beach or seaside, wipe off any sand or salt using a cloth lightly dampened in pure water and then dry the camera thoroughly.</p> <p>The lens and mirror are easily damaged. Dust and lint should be gently removed with a blower. When using an aerosol blower, keep the can vertical to prevent discharge of liquid. To remove fingerprints and other stains from the lens, apply a small amount of lens cleaner to a soft cloth and wipe the lens carefully.</p> <p>Storage: To prevent mold or mildew, store the camera in a dry, well-ventilated area. If you are using an AC adapter, unplug the adapter to prevent fire. If the product will not be used for an extended period, remove the battery to prevent leakage and store the camera in a plastic bag containing a desiccant. Do not, however, store the camera case in a plastic bag, as this may cause the material to deteriorate. Note that desiccant gradually loses its capacity to absorb moisture and should be replaced at regular intervals.</p>	<p>Fotoğraf Makinesi ve Pil Bakımı: Uyarılar</p> <p>Temizlik: Fotoğraf makinesi gövdesini temizlerken, toz ve iplik parçalarını hafifçe temizlemek için bir havallı fırça kullanın, ardından yumuşak, kuru bir bezle hafifçe silin. Fotoğraf makinesini plaj ya da deniz kıyısında kullandıktan sonra, kum veya tuzu saf suyla hafif nemlendirilmiş bir bez kullanarak silin ve ardından fotoğraf makinesini iyice kurulaayın.</p> <p>Objektif ve ayna kolayca hasar görür. Toz ve iplik parçaları bir havallı fırça kullanılarak nazikçe temizlenmelidir. Aerosal havallı fırça kullanırken, sıvının boşalmasını önlemek için kutuyu dik tutun. Objektiften parmak izi ve diğer lekeleri çıkarmak için az miktarda objektif temizleyicisini yumuşak bir beze uygulayın ve objektifi dikkatlice temizleyin.</p> <p>Saklama: Küf veya küflenmeyi önlemek için, fotoğraf makinesini kuru, iyi havalandırılan bir yerde saklayın. Bir AC adaptörü kullanıyorsanız, yangını önlemek için adaptörün fişini prizden çekin Ürün uzun süre kullanılmayacaksa, sızıntıyı önlemek için pili çıkarın ve fotoğraf makinesini kurutucu içeren plastik bir torbada saklayın. Ancak, fotoğraf makinesi çantasını plastik bir torbada saklamayın, çünkü bu işlem malzemenin bozulmasına sebep olabilir. Kurutucunun zamanla nemi emme kapasitesini yitireceğini ve düzenli aralıklarla değiştirilmesi gerektiğini unutmayın.</p>

Caring for the Camera and Battery: Cautions

Cleaning: When cleaning the camera body, use a blower to gently remove dust and lint, then wipe gently with a soft, dry cloth. After using the camera at the beach or seaside, wipe off any sand or salt using a cloth lightly dampened in pure water and then dry the camera thoroughly.

The lens and mirror are easily damaged. Dust and lint should be gently removed with a blower. When using an aerosol blower, keep the can vertical to prevent discharge of liquid. To remove fingerprints and other stains from the lens, apply a small amount of lens cleaner to a soft cloth and wipe the lens carefully.

Storage: To prevent mold or mildew, store the camera in a dry, well-ventilated area. If you are using an AC adapter, unplug the adapter to prevent fire. If the product will not be used for an extended period, remove the battery to prevent leakage and store the camera in a plastic bag containing a desiccant. Do not, however, store the camera case in a plastic bag, as this may cause the material to deteriorate. Note that desiccant gradually loses its capacity to absorb moisture and should be replaced at regular intervals.

Fotoğraf Makinesi ve Pil Bakımına dikkat edin: İkazlar

Temizlik: Kamera temizleniyorken, toz ve iplik parçalarını hafifçe temizlerken bir fırça kullanın veya yumuşak, kuru bir bezle temizleyin. Fotoğraf makinesini sahilde ya da denizde kullandıktan sonra, saf suda nemlendirilen bir bezin hafifçe kullanılması tuz ya da kumu yok eder ve o zaman tamamen kurur.

Lens ve ayna kolayca bozular. Toz ve iplik parçaları bir havalı fırça kullanılarak usulca çıkarılmalıdır. Aerosol fırça kullanırken, sıvının boşalmasını önlemek için kutuyu dik tutabilirsiniz. Objektiften parmak izleri ve diğer lekeleri kaldırmak için biraz objektif temizleyicisini bir beze başvurduktan sonra onu temizleyin.

Depo: Küf veya küflenmesini engellemek için, fotoğraf makinesini kuru, havalı bir yerde saklanabilir. Bir AC adaptörü kullanıyorsanız, yangın esnasında adaptörü çıkartmayınız. Eğer ürünü geniş bir zamanda kullanmayacaksanız, sızıntılardan korumak için hava kilitli plastik poşetlerle muhafaza edin. Bununla birlikte, plastik poşette saklanmazsa bu durum malzemelere zarar verebilir. Unutmayın nem alıcı madde yavaş yavaş neme karşı koruma özelliğini düzenli aralıklarla değiştirilmezse kaybeder.

Caring for the Camera and Battery: Cautions

Do not drop: The product may malfunction if subjected to strong shocks or vibration.

Keep dry: This product is not waterproof, and may malfunction if immersed in water or exposed to high levels of humidity. Rusting of the internal mechanism can cause irreparable damage.

Avoid sudden changes in temperature: Sudden changes in temperature, such as those that occur when entering or leaving a heated building on a cold day, can cause condensation inside the device. To prevent condensation, place the device in a carrying case or plastic bag before exposing it to sudden changes in temperature.

Keep away from strong magnetic fields: Do not use or store this device in the vicinity of equipment that generates strong electromagnetic radiation or magnetic fields. Strong static charges or the magnetic fields produced by equipment such as radio transmitters could interfere with the monitor, damage data stored on the memory card, or affect the product's internal circuitry.

Do not leave the lens pointed at the sun: Do not leave the lens pointed at the sun or other strong light source for an extended period. Intense light may cause the image sensor to deteriorate or produce a white blur effect in photographs.

Turn the product off before removing or disconnecting the power source: Do not unplug the product or remove the battery while the product is on or while images are being recorded or deleted. Forcibly cutting power in these circumstances could result in loss of data or in damage to product memory or internal circuitry. To prevent an accidental interruption of power, avoid carrying the product from one location to another while the AC adapter is connected.

APPENDIX S: Text Related to the Contract

Strong Sample for the Translation of Terms and Conditions.

Source Text

TIME MAGAZINE 2018 PRINT ADVERTISING TERMS AND CONDITIONS

The following are certain general terms and conditions governing advertising published in the European print edition of TIME Magazine (the "Magazine") published by Time Magazines Europe Ltd. (the "Publisher").

1. Rates are based on average total audited print circulation, effective with the issue dated January __, 2018. Announcement of any change in rates and/or circulation rate base will be made in advance of the Magazine's advertising sales close date of the first issue to which such rates and/or circulation rate base will be applicable. The Magazine Rate Card specifies the publication schedule of the Magazine, and its respective on-sale dates.
2. The European print edition of the Magazine is a member of the Audit Bureau of Circulations UK (the "ABC UK"). Total audited circulation is reported on an average circulation per issue basis in publisher's statements audited by the ABC UK. Total audited circulation for the European print edition of the Magazine is comprised of net circulation.
3. Advertisers may not cancel orders for, or make changes in, advertising after the closing dates of the Magazine.
4. The Publisher is not responsible for errors or omissions in any advertising materials provided by the advertiser or its agency (including errors in key numbers) or for changes made after closing dates.
5. The Publisher may reject or cancel any advertising for any reason at any time. Advertisements simulating the Magazine's editorial material in appearance or style or that are not immediately identifiable as advertisements are not acceptable.

Target Text

TIME DERGİSİ 2018 DERGİ REKLAM HÜKÜM VE KOŞULLARI

Aşağıdakiler, Time Dergisi Avrupa Ltd. (Yayıncı) tarafından yayınlanan TIME Dergisi (Dergi) Avrupa baskısında yayınlanan reklamcılıkla ilgili kesin genel hüküm ve koşullardır.

1. Oranlar, Ocak 2018 tarih sayısıyla yürürlükte olan ortalama toplam denetlenmiş baskı sayısına bağlıdır. Oranlarda ve/veya baskı sayısı taban oranında yapılacak herhangi bir değişikliğin duyurusu, derginin bu tür oranların ve/veya baskı sayısı taban oranlarının uygulanacağı ilk sayının reklam satışları kapanış tarihinden önce yapılacaktır. Dergi Fiyat Listesi, Dergi'nin yayın programını ve ilgili satış tarihlerini açıkça belirtir.

2. Derginin Avrupa sayısı Birleşik Krallık Tiraaj Denetim Bürosunun (Audit Bureau Of Circulations UK/ the ABC UK) bir üyesidir. Toplam denetlenmiş baskı sayısı, yayıncının ABC UK tarafından denetlenen beyanlarındaki sayı başına düşen ortalama bir baskı sayısına göre rapor edilir. Derginin Avrupa baskı sayısı için toplam denetlenmiş baskı sayısı net baskı sayısından oluşur.

3. Reklam verenler, derginin kapanış tarihinden sonra reklam siparişlerini iptal edemez veya değişiklik yapamaz.

4. Yayıncı, reklamcı veya bağlı olduğu acente tarafından sağlanan herhangi bir reklam materyalindeki hatalar veya eksikliklerden (anahtar sayılardaki hatalar dâhil), veya kapanış tarihlerinden sonra yapılan değişikliklerden sorumlu değildir.

5. Yayıncı, herhangi bir nedenle herhangi bir reklamı istediği zaman reddedebilir veya iptal edebilir. Görünüş ve biçim olarak derginin basılı materyallerine benzeyen reklamlar veya kesin bir şekilde reklam olduğu belli olmayan reklam materyalleri kabul edilmez.

Weak Sample for the Translation of Terms and Conditions

Source Text

TIME MAGAZINE 2018 PRINT ADVERTISING TERMS AND CONDITIONS

The following are certain general terms and conditions governing advertising published in the European print edition of TIME Magazine (the "Magazine") published by Time Magazines Europe Ltd. (the "Publisher").

1. Rates are based on average total audited print circulation, effective with the issue dated January __, 2018. Announcement of any change in rates and/or circulation rate base will be made in advance of the Magazine's advertising sales close date of the first issue to which such rates and/or circulation rate base will be applicable. The Magazine Rate Card specifies the publication schedule of the Magazine, and its respective on-sale dates.
2. The European print edition of the Magazine is a member of the Audit Bureau of Circulations UK (the "ABC UK"). Total audited circulation is reported on an average circulation per issue basis in publisher's statements audited by the ABC UK. Total audited circulation for the European print edition of the Magazine is comprised of net circulation.
3. Advertisers may not cancel orders for, or make changes in, advertising after the closing dates of the Magazine.
4. The Publisher is not responsible for errors or omissions in any advertising materials provided by the advertiser or its agency (including errors in key numbers) or for changes made after closing dates.
5. The Publisher may reject or cancel any advertising for any reason at any time. Advertisements simulating the Magazine's editorial material in appearance or style or that are not immediately identifiable as advertisements are not acceptable.

Target Text

TIME MAGAZINE 2018 BASILI REKLAMCILIK KOŞULLARI

Aşağıdakiler Time Magazines Europe Ltd (Yayımcı) nin yayınladığı Time Dergisi (Dergi) Avrupa baskısında ki ilanlarla ilgili koşullardır.

1. Oranları Ocak 2018 sayısıyla yürürlükte olan ortalama toplam denetlenmiş baskı sayısına bağlıdır. Fiyat listeleri ve/veya baskı sayısı taban oranında yapılacak herhangi bir değişikliğin duyurusu böyle fiyat listelerinin ve/veya baskı sayısı taban oranlarının uygulanabilir olacağı ilk nüshanın derginin reklam satışlarına yakın tarihi öncesinde yapılacaktır. Dergi Fiyat Listesi derginin yayın takvimini ve ilgili satış tarihlerini maddeler halinde sıralar.

2. Derginin Avrupa sayısı Birleşik Kırallık Tiraj Denetim Bürosunun (Audit Bureau Of Circulations UK) bir üyesiydi. Toplam Tiraj, ABCUK tarafından denetlenen yayımcı bildirimindeki sayı başına ortalama bir baskı sayısına göre hesaplanarak rapor eder. Derginin Avrupa'daki basımı için toplam denetlenmiş baskı sayısı net baskı sayısını da içerir.

3. Reklam yapımcıları, derginin kapanış tarihinden önce reklamda değişiklik yapabilir veya reklam siparişini iptal edebilir.

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Text which the Students Translated.

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APPENDIX T: Text Related to Economy

Strong Sample for the Text related to the Economy.

Source Text	Target Text
<p>EXECUTIVE SUMMARY</p> <p><i>The upswing in global investment and trade continued in the second half of 2017. At 3.8 percent, global growth in 2017 was the fastest since 2011. With financial conditions still supportive, global growth is expected to tick up to a 3.9 percent rate in both 2018 and 2019. Advanced economies will grow faster than potential this year and next; euro area economies are set to narrow excess capacity with support from accommodative monetary policy, and expansionary fiscal policy will drive the US economy above full employment. Aggregate growth in emerging market and developing economies is projected to firm further, with continued strong growth in emerging Asia and Europe and a modest upswing in commodity exporters after three years of weak performance.</i></p> <p><i>Global growth is projected to soften beyond the next couple of years. Once their output gaps close, most advanced economies are poised to return to potential growth rates well below precrisis averages, held back by aging populations and lackluster productivity. US growth will slow below potential as the expansionary impact of recent fiscal policy changes goes into reverse. Growth is projected to remain subpar in several emerging market and developing economies, including in some commodity exporters that continue to face substantial fiscal consolidation needs.</i></p>	<p>YÖNETİCİ ÖZETİ</p> <p>Küresel yatırım ve ticaretteki artış 2017'nin ikinci yarısında devam etti. Yüzde 3.8 oranla, 2017 yılındaki küresel büyüme 2011 yılından itibaren en hızlı seviyede gerçekleşti. Finansal koşulların hala destekleyici olmasıyla birlikte, küresel büyümenin 2018 ve 2019 yıllarında yüzde 3,9'a yükselmesi bekleniyor. Gelişmiş ekonomiler bu yıl ve daha sonraki yıllar mevcut potansiyelden daha hızlı büyüyecekler: euro bölgesi ekonomileri enflasyonla uyumlu para politikası desteğiyle aşırı kapasiteyi daraltacak ve genişletici maliye politikası Birleşik Devletler ekonomisini tam istihdamın üzerine çıkaracaktır. Mevcut Asya ile Avrupa'daki sürekli güçlü büyüme ve ürün ihracatçılarındaki üç yıllık düşük artışa karşın, mevcut pazarlarda ve gelişmekte olan ekonomilerdeki toplam büyümenin daha çok ilerlemesi öngörülmektedir.</p> <p>Küresel büyümenin önümüzdeki birkaç yıl içinde yavaşlaması öngörülmektedir. Üretim açıkları kapandığında, çoğu gelişmiş ekonomi yaşanan nüfus ve yetersiz verimlilikten kaynaklanan kriz öncesi ortalamaların oldukça altındaki potansiyel büyüme oranlarına geri denelecektir. Mevcut mali politika değişikliklerinin genişleyici etkileri tersine döndüğünde, Birleşik Devletlerin büyümesi potansiyelin altına yavaşça düşecektir. Önemli mali destek ihtiyaçlarıyla sürekli yüzleşen bazı ürün ihracatçıları da dâhil olmak üzere, büyümenin bazı yükselen piyasa ve gelişmekte olan ekonomilerde ortalamanın altında kalması öngörülmektedir.</p>

Source Text

EXECUTIVE SUMMARY

The upswing in global investment and trade continued in the second half of 2017. At 3.8 percent, global growth in 2017 was the fastest since 2011. With financial conditions still supportive, global growth is expected to tick up to a 3.9 percent rate in both 2018 and 2019. Advanced economies will grow faster than potential this year and next; euro area economies are set to narrow excess capacity with support from accommodative monetary policy, and expansionary fiscal policy will drive the US economy above full employment. Aggregate growth in emerging market and developing economies is projected to firm further, with continued strong growth in emerging Asia and Europe and a modest upswing in commodity exporters after three years of weak performance.

Global growth is projected to soften beyond the next couple of years. Once their output gaps close, most advanced economies are poised to return to potential growth rates well below precrisis averages, held back by aging populations and lackluster productivity. US growth will slow below potential as the expansionary impact of recent fiscal policy changes goes into reverse. Growth is projected to remain subpar in several emerging market and developing economies, including in some commodity exporters that continue to face substantial fiscal consolidation needs.

Target Text

YÖNETİCİ ÖZETİ

Küresel yatırım ve ticarete artış 2017 yılında devam etmektedir. 2011 yılındaki % 3.8 olan büyüme 2017’de en hızlıydı. Finansal destekler hala destekleyicidir, küresel büyümenin 2018 ve 2019’da yüzde 3.9 oranında artacağı tahmin edilmektedir. Gelişmiş ekonomiler bu yıl ve sonraki yıllarda potansiyelinden daha hızlı büyüyecek; Euro ekonomileri alanı kısa vadeli kredi para politikasının desteğiyle fazla kapasiteyi daraltmaya ayarlanmasıyla genişleyici maliye politikası ABD ekonomisini tam istihdamın üstünde tutacaktır. Gelişmekte olan pazarların ve gelişmekte olan ekonomilerdeki toplam büyümenin, gelişmekte olan Asya ve Avrupa’daki güçlü büyümenin devam etmesi ve üç yıllık zayıf performansın ardından ürün ihtiyaçlarında makul bir yükseliş göstermesiyle daha da sertleşeceği görülmektedir.

Küresel büyümenin önümüzdeki birkaç yılın ötesinde yumuşamayacağı tahmin ediliyor. Çıktı boşlukları kapandıktan sonra, çoğu gelişmiş ekonominin kesin krizlerin altındaki potansiyel büyüme hızına geri dönmesi, yaşlanan nüfusların ve yetersiz üretkenliğine yardımcı olması beklenmektedir. ABD’nin büyümesi, son mali politika değişikliklerinin genişleyici etkisi tersine döndüğü için potansiyelin altında yavaşlayacak. Büyüme önemli mali konsolidasyon ihtiyacı ile karşı karşıya kalan bazı emtia ihracatçıları da dahil olmak üzere, gelişmiş birkaç pazarda ve gelişmiş ekonomilerde ortalamanın altında kalmasına bağlıdır.

EXECUTIVE SUMMARY

The steady expansion under way since mid-2016 continues, with global growth for 2018–19 projected to remain at its 2017 level. At the same time, however, the expansion has become less balanced and may have peaked in some major economies. Downside risks to global growth have risen in the past six months and the potential for upside surprises has receded.

Global growth is projected at 3.7 percent for 2018–19—0.2 percentage point lower for both years than forecast in April. In the United States, momentum is still strong as fiscal stimulus continues to increase, but the forecast for 2019 has been revised down due to recently announced trade measures, including the tariffs imposed on \$200 billion of US imports from China. Growth projections have been marked down for the euro area and the United Kingdom, following surprises that suppressed activity in early 2018. Among emerging market and developing economies, the growth prospects of many energy exporters have been lifted by higher oil prices, but growth was revised down for Argentina, Brazil, Iran, and Turkey, among others, reflecting country-specific factors, tighter financial conditions, geopolitical tensions, and higher oil import bills. China and a number of Asian economies are also projected to experience somewhat weaker growth in 2019 in the aftermath of the recently announced trade measures. Beyond the next couple of years, as output gaps close and monetary policy settings continue to normalize, growth in most advanced economies is expected to decline to potential rates—well below the averages reached before the global financial crisis of a decade ago. Slower expansion in working-age populations and projected lackluster productivity gains are the prime drivers of lower medium-term growth rates. US growth will decline as fiscal stimulus begins to unwind in 2020, at a time when the monetary tightening cycle is expected to be at its peak. Growth in China will remain strong but is projected to decline gradually, and prospects remain subpar in some emerging market and developing economies, especially for per capita growth, including in commodity exporters that continue to face substantial fiscal consolidation needs or are mired in war and conflict.

Risks to global growth skew to the downside in a context of elevated policy uncertainty. Several of the downside

risks highlighted in the April 2018 World Economic Outlook (WEO)—such as rising trade barriers and a reversal of capital flows to emerging market economies with weaker fundamentals and higher political risk—have become more pronounced or have partially materialized. While financial market conditions remain accommodative in advanced economies, they could tighten rapidly if, for example, trade tensions and policy uncertainty were to intensify. Monetary policy is another potential trigger. The US economy is above full employment, yet the path of interest rate increases that markets anticipate is less steep than that projected by the Federal Reserve. Unexpectedly high inflation readings in the United States could therefore lead investors to abruptly reassess risks. Tighter financial conditions in advanced economies could cause disruptive portfolio adjustments, sharp exchange rate movements, and further reductions in capital inflows to emerging markets, particularly those with greater vulnerabilities.

The recovery has helped lift employment and income, strengthened balance sheets, and provided an opportunity to rebuild buffers. Yet, with risks shifting to the downside, there is greater urgency for policies to enhance prospects for strong and inclusive growth. Avoiding protectionist reactions to structural change and finding cooperative solutions that promote continued growth in goods and services trade remain essential to preserve and extend the global expansion. At a time of above-potential growth in many economies, policymakers should aim to enact reforms that raise medium-term incomes to the benefit of all. With shrinking excess capacity and mounting downside risks, many countries need to rebuild fiscal buffers and strengthen their resilience to an environment in which financial conditions could tighten suddenly and sharply.

APPENDIX U: Text Related to News

Strong Sample for the Translation of an Article related to News

Source Text

Trump wants America's migration problem to be like Europe's

By Adam Taylor

Want smart analysis of the most important news in your inbox every weekday along with other global reads, interesting ideas and opinions to know? Sign up for the Today's WorldView newsletter.

As you've certainly heard by now, there's a caravan of thousands of migrants and asylum seekers slowly walking from Central America to the United States.

President Trump has turned their odyssey into front-page news, insisting that the group is a threat to national security. And to make his point, he is offering a familiar warning to Americans: Look at the "total mess" immigration has caused in Europe.

For those who want and advocate for illegal immigration, just take a good look at what has happened to Europe over the last 5 years. A total mess! They only wish they had that decision to make over again.

— Donald J. Trump (@realDonaldTrump) October 24, 2018

It's no surprise that Trump thinks Europe is a disaster area. He has previously accused London of being like a "war zone," claimed that a mysterious friend named Jim no longer goes to the French capital because "Paris is no longer Paris;" and spoken of terrible events in Sweden that never happened.

Now, with the midterms just two weeks away, Trump is again raising the specter of migration in Europe to justify harsh immigration measures at home. But the comparison is not as fitting as he thinks.

Target Text

Trump, Amerika'nın göç sorununun Avrupa'nınki gibi olmasını istiyor.

Adam Tylor'ın yazısı

Evrensel yazıların, bilmeniz gereken ilginç fikir ve düşüncelerin yanı sıra en önemli haberlerin uzmanca analizlerini hafta içi her gün gelen kutunuzda ister misiniz? Today's Worldview haber bültenine kaydolun.

Şu ana kadar kesinlikle duyduğunuz gibi, Orta Amerika'dan Birleşik Devletlere yavaşça yürüyen binlerce göçmen ve sığınmacıdan oluşan bir karavan kafilesi var.

Başkan Trump, grubun ulusal güvenliğe bir tehdit oluşturduğunu ısrar ederek onların bu uzun maceralı yolculuğunu ön sayfa haberlerine taşıdı. Ve düşüncesini kanıtlamak için, Amerikalılara bilindik bir uyarıda bulundu: Göçün Avrupa'da sebep olduğu genel karışıklığa bakın.

Yasadışı göçü isteyen ve savunanlar, sadece son 5 yılda Avrupa'ya olanlara iyice bir bakın. Tam bir karmaşa! Onlar, sadece aldıkları bu kararı tekrar değiştirmeyi istiyorlar.

Trump'ın Avrupa'yı bir felaket bölgesi olarak düşünmesi şaşırtıcı değil. O daha önceden Londra'yı bir savaş alanı olarak itham etmiş, Jim adındaki gizemli bir arkadaşının "Paris artık eski Paris değil" diyerek Fransızların başkentine artık gitmediğini iddia etmiş ve İsveç'te asla olmayan korkunç olaylarla ilgili konuşmuştu.

Şimdi, sadece 2 hafta sonra gerçekleşecek olan ara dönemle birlikte, Trump ülkesindeki katı göç önlemlerini haklı çıkarmak için Avrupa'daki göç sorununu tekrar gündeme taşıyor. Fakat bu kıyaslama onun düşündüğü kadar tutarlı değil.

Weak Sample for the Translation of an Article related to News.

Source Text

Trump wants America's migration problem to be like Europe's

By Adam Taylor

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As you've certainly heard by now, there's a caravan of thousands of migrants and asylum seekers slowly walking from Central America to the United States.

President Trump has turned their odyssey into front-page news, insisting that the group is a threat to national security. And to make his point, he is offering a familiar warning to Americans: Look at the "total mess" immigration has caused in Europe.

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It's no surprise that Trump thinks Europe is a disaster area. He has previously accused London of being like a "war zone," claimed that a mysterious friend named Jim no longer goes to the French capital because "Paris is no longer Paris," and spoken of terrible events in Sweden that never happened.

Now, with the midterms just two weeks away, Trump is again raising the specter of migration in Europe to justify harsh immigration measures at home. But the comparison is not as fitting as he thinks.

Target Text

Trump Amerika'nın göç sorununun Avrupa gibi olmasını ister.

Adam Taylor tarafından

Gelen kutunuzdaki en önemli haberlerin her hafta boyunca diğer küresel okumalarla, ilginç düşüncelerle ve bilinen fikirlerle akıllıca analiz edilmesini ister misin? Today's Worldview bültenine kayıtlı olun.

Şuana kadar kesinlikle duyulduğu gibi, Orta Amerikadan Birleşik Devletlerine yavaşça yürüyen göçmen ve sığınmacıdan oluşan binlerce karavan kfilesi var.

Başkan Trump, grubun ulusal güvenliğe bir tehdit oluşturduğunu ısrar ederek uzun maceralı yolculuğu ön sayfa haberlerine taşıdı. Düşünceyi kanıtlamak için Amerikalılara tanıdık bir uyarı teklif ediyor: "Toplam Kargaşa" Avrupa'da sebep olduğuna bakın.

Yasa dışı göç istemek ve savunmak isteyenler için, son beş yılda Avrupa'ya ne olduğuna iyi bir göz atın. Topyekün bir karmaşa! Sadece bir kez yenilemek için bu kararı vermelerini ister.

Trump Avrupa felaket bir bölgesidir diye düşünür ve bu sürpriz değil. Daha önce Londra'yı "savaş bölgesi" olmakla suçladı; Jim adındaki gizemli bir arkadaşın artık "Paris artık Paris değil" diye Fransa'nın başkentine gittiğini ve İsveç'te hiç yaşanmayan korkunç olaylardan söz ettiğini söyledi.

Şimdi, sadece iki hafta arayla, Trump Avrupa'da sert göçmenlik tedbirlerini aklamak için Avrupa'daki göçün hayalini yükseltiyor. Fakat karşılaştırma düşündükleri kadar uyumuyor.

Text which the Students Translated.

Trump threatens to close US-Mexico border over Honduran migrant caravan

Trump also threatened to deploy the military to stop caravan which plans to head through Mexico toward the US border

One step at a time: desperate families join the migrant caravan

Erin Durkin in New York and Nina Lakhani in Mexico City

Thu 18 Oct 2018 13.59 BST

Donald Trump is threatening to deploy the US military and close the southern border with Mexico if a convoy of migrants from Central America is allowed to keep moving northwards.

The group of would-be immigrants, which has now grown to as many as 4,000 people, left Honduras and plans to head through Mexico toward the US border, infuriating Trump.

The president made his threats in a series of tweets early on Thursday morning, demanding that the Mexican government turn around the convoy.

“I must, in the strongest of terms, ask Mexico to stop this onslaught - and if unable to do so I will call up the U.S. Military and CLOSE OUR SOUTHERN BORDER!” he said.

Trump has previously threatened to cut off millions of dollars in aid to Honduras, a plan he reiterated on Thursday, saying he was “stopping all payments to these countries, which seem



to have almost no control over their population”.

The Mexican government has warned that anyone entering in an “irregular manner” - without a passport and visa - faces detention and deportation, and on Wednesday, 500 federal officers including riot police were deployed to the border city of Tapachula, where the migrants will start arriving on Thursday.

It was not clear if the troops would stop the migrants crossing or merely observe them enter, as Guatemalan police did when the caravan left Honduras.

Mexico’s outgoing president, Enrique Peña Nieto, will host emergency talks with the US secretary of state, Mike Pompeo, on Friday. His successor, Andrés Manuel López Obrador - who will be inaugurated on 1 December - has pledged to issue work visas for Central Americans to deter them for migrating to the US.

Trump has portrayed the caravan of migrants, which includes many families traveling with children and fleeing poverty or gang violence, as a threat to the United States.

It would take several weeks for the group to travel to the US border. Trump made a similar threat to cut off aid to Honduras over another caravan of migrants in the spring, which was never carried out.

Then, the Mexican government allowed hundreds of migrants, mainly Hondurans, to reach the US border, infuriating Trump, who initiated the family separation policy soon after. The latest caravan is much larger, and hundreds more are preparing to leave Honduras in coming days.

It was unclear how Trump intends to close the entire US-Mexico border although earlier this year he called up some military units to enforce border security. US troops are currently deployed on the frontier with Mexico, with national guard members from Texas, Arizona, New Mexico and California also working on border security.


“I am watching the Democrat Party led (because they want Open Borders and existing weak laws) assault on our country by Guatemala, Honduras and El Salvador, whose leaders are doing little to stop this large flow of people, INCLUDING MANY CRIMINALS, from entering Mexico to U.S.,” Trump tweeted on Thursday.

No evidence has emerged of criminal affiliations among the members of the caravan, who have mostly told reporters they are fleeing gang violence and poverty, and are traveling as a group for protection from criminals who target migrants for robbery, rape and kidnap.

Trump has frequently portrayed undocumented immigrants to the US as a criminal threat and in league with Democrats - a tactic also adopted by many Republican candidates in the ongoing midterm election campaign.

A recent poll by the Pew Research Center found a stark divide on the issue: among voters who support a Republican candidate for Congress, 75% called illegal immigration a “very big” problem, making it the highest-ranked national problem for GOP voters.

By contrast, only 19% of voters backing the Democratic congressional candidate rated illegal immigration a very big problem. Democrats were more likely to rank affordable healthcare and gun violence as major problems.



The latest statistics show that the number of families crossing the border with children has surged to record levels, the Washington Post reported. Border patrol agents arrested 16,658

family members in September, which is the highest total ever for one month and an 80% increase since July.

But overall figures for illegal entry from Mexico are much lower than in previous periods. During the 2018 fiscal year, agents arrested 396,579 people along the border, a 30% increase since 2017 - which had the lowest illegal immigration numbers in the last 56 years.

“The assault on our country at our Southern Border, including the Criminal elements and DRUGS pouring in, is far more important to me, as President, than Trade or the USMCA,” Trump tweeted, referring to a trade agreement between the US, Mexico and Canada. “Hopefully Mexico will stop this onslaught at their Northern Border. All Democrats fault for weak laws!”

The Mexican government has in the past demonstrated a willingness to detain and deport Central American migrants upon request by the US.

In 2014, Mexico launched the Southern Border Plan after the then president, Barack Obama, declared the surge in unaccompanied minors seeking refuge at the US border an “urgent humanitarian crisis”.

Tens of millions of dollars in US aid supported the deployment of new technologies and thousands of Mexican troops to patrol alongside immigration agents along established migrant routes.

More than 151,000 Central Americans were detained in 2016 - almost 90% more than in 2013 before the US-backed policy was implemented.



APPENDIX V: Reliability among All Texts Translated by the Students

		Cronbach's Alpha	Mean	Std. Deviation	Cronbach's Alpha if Item Deleted	Sig.
Text 1	WLS	.844	3.6190	.86465	.844	.000
	WLP		3.2381	.70034	.835	
	WLT		3.0000	.77460	.836	
	AWLS		3.3333	.79582	.844	
	AWLP		3.0476	.74001	.834	
	AWLT		3.0476	.74001	.834	
	GLS		3.4286	.81064	.862	
	GLP		3.3333	.79582	.829	
	GLT		3.3333	.73030	.830	
	TLS		3.4762	.98077	.828	
	TLP		3.4286	1.02817	.837	
	TLT		3.3810	.74001	.824	
	PLS		3.6667	.96609	.832	
	PLP		3.3810	1.07127	.829	
	PLT		3.2381	.76842	.821	
Text 2	WLS	.906	2.5357	.74447	.901	.000
	WLP		2.7143	.93718	.901	
	WLT		2.5714	.69007	.900	
	AWLS		2.4286	.79015	.903	
	AWLP		2.4643	.83808	.905	
	AWLT		2.5714	.69007	.900	
	GLS		2.9643	1.07090	.901	
	GLP		2.8214	1.05597	.897	
	GLT		2.4643	.69293	.897	
	TLS		2.2500	1.00462	.897	
	TLP		2.6071	.87514	.901	
	TLT		2.5357	.74447	.902	
	PLS		2.4643	.99934	.896	
	PLP		2.7143	1.01314	.899	
	PLT		2.5357	.69293	.898	
Text 3	WLS	.793	3.0000	.66667	.789	.000
	WLP		3.1053	.73747	.788	
	WLT		3.6842	.47757	.776	
	AWLS		3.0000	.81650	.778	
	AWLP		3.3158	.82007	.780	
	AWLT		3.7368	.45241	.771	
	GLS		3.4737	.84119	.796	
	GLP		3.5263	.84119	.773	
	GLT		3.6316	.49559	.770	
	TLS		3.0526	.77986	.795	
	TLP		3.0526	.77986	.790	
	TLT		3.6842	.47757	.766	
	PLS		3.4211	.90159	.809	
	PLP		3.2105	.71328	.773	
	PLT		3.7368	.45241	.769	
Text 4	WLS	.893	3.2800	1.02144	.889	.000
	WLP		3.3600	.86023	.890	
	WLT		3.7200	.45826	.885	
	AWLS		3.0800	.81240	.878	
	AWLP		3.1200	.66583	.882	
	AWLT		3.7200	.45826	.885	
	GLS		3.1600	.85049	.897	
	GLP		3.2400	.83066	.899	
	GLT		3.6000	.50000	.890	
	TLS		3.1200	.97125	.880	
	TLP		3.4800	.96264	.880	
	TLT		3.7600	.43589	.889	
	PLS		2.9600	.97809	.871	
	PLP		3.0000	.95743	.881	
	PLT		3.6000	.50000	.888	



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Ph.D. Thesis : A Formative Approach to Translator Training.

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