



## EFL STUDENT'S PERCEPTIONS AND PRACTICES ON TRANSLATION LEARNING STRATEGIES AT SCHOOL OF FOREIGN LANGUAGES, CAN THO UNIVERSITY, VIETNAM<sup>i</sup>

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### **Abstract:**

Learning strategies play a significant role in the learning process, particularly translation learning. Understanding the impact of these strategies on students' translation learning is essential, therefore, to make translation learning strategies more useful in the lesson. The study focused on six (6) translation-focused learning strategies, including (1) memory strategies, (2) cognitive strategies, (3) metacognitive strategies, (4) compensatory strategies, (5) emotional strategies, and (6) social strategies. The author designed a questionnaire of one hundred and thirty-two items to explore students' perceptions of translation learning strategies while studying translation. At the same time, the author interviewed students to confirm the students' frequency of practicing translation learning strategies. The study sample included 90 EFL students (English as a foreign language) from three majors, including High-Quality English Language, English Language, and English Translating and Interpreting, who participated in translation courses in the curriculum in School of Foreign Languages (SFL), Can Tho University (CTU), Vietnam. The results showed that students have a positive perception of translation learning strategies, and they use those strategies during translation learning to a significant extent. The results also revealed a high correlation between the impact of students' awareness and students' practice of translation learning strategies. The analysed cross-table shows that students are highly aware of translation learning strategies, directly proportional to student practice. To emphasize the importance of learning strategies in the process of learning to compile for students, besides contributing to helping teachers understand more about how students learn as well as students' perceptions, thereby

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developing their approach to translation, students' learning process more closely and effectively to enhance the use of student learning strategies in translation learning.

**Keywords:** translation, English learning strategies, translation learning strategies, perceptions and practices of translation learning strategies, Can Tho University

## 1. Introduction

### 1.1 Background of the study

People do not comprehend everything when they are born but must study everything to understand. Consider studying English, not everyone can understand it, but some non-native speakers can utilize it successfully, which is valid for English and other courses. As a result, throughout the learning process, one may discover that certain people may study every topic or a combination of subjects rapidly and skillfully. Other people, on the other hand, have difficulty learning. As a result, numerous studies have been conducted to determine how learners approach learning anything, what makes learners successful at learning something, and why some people are more effective at learning than others. We cannot deny the importance of English as a world language. English is the initial foreign language that Vietnamese students must practice in school. English has been referred to as a language of opportunity since it is seen as a working language, particularly in specific industries such as airline business, tourism, etc. Students in all fields of study must take English for Specific Purposes (ESP) courses. ESP instructors have been convinced to use English as an instructional approach in class in order to establish an English learning environment.

The usage of the English language has clearly become a worldwide means of communication in today's global globe. These phenomena may be seen in various domains and contexts where English is used as a professional communication tool. Slovak universities have created several English language courses in their curriculum based on English for specific purposes (ESP) to achieve students' specific objectives in technological sectors. Many students debate the relevance of individual language abilities and various ways to improve them in their future lives and careers during English courses. They typically inquire about methods or tactics that might help them obtain better academic outcomes or enhance, for example, their speaking abilities, which are very crucial in their part-time employment. The solutions to their queries are more complex than they appear. Foreign language learning, according to Straková (2012), is "*a complicated process with numerous distinctive elements for each age group as well as for each individual moving into this process*" (Straková, 2012, p. 158). According to this theory, the purpose of this study is to describe the similarities and differences between ESP and General English (GE). Furthermore, it offers an overall summary of language learning strategies used by ESP students because teachers should build on strategies students already use by finding out their current strategies (Chamot A, 1994) and draw their attention to a variety of strategies that can help them improve their learning process. As a result, between 2016 and 2017, a study of language learning practices was conducted among students at the Technical University of Koice.

Language learners, always need appropriate learning strategies to adapt to the dynamic learning environment in university lecture halls. Therefore, language learning strategies developed by Oxford (1990) have been helping language learners, specifically English, develop their own language abilities. Yang (1999) asserted that appropriate English learning strategies will help learners take responsibility for their own learning and can lead to success in using English. Although there have been research papers on language learning strategies in the world, the number of research papers on this field in Vietnam is still limited, especially at Can Tho University, Vietnam (Nguyen & Trinh et al., 2011), therefore, this study will go into depth, exploiting the aspect of using language learning strategies of English students to guide learners to develop their own language competence in the classroom. university, meet the requirements of the program according to the current credit regulations, thereby helping them become lifelong learners; Besides, English teachers will have an overview of language learning strategies to awaken students' positive thinking in the learning process, towards the goal of education is to personalize the learning process. practice to develop an individual's full potential (Roy-Singh, 1991).

Using the target language, source language or a second foreign language in the process of teaching/learning a foreign language, especially in teaching/learning modules Language practice is always a topic that receives a lot of attention from lecturers. members as well as students. At Can Tho University as well as English teaching/learning programs, the target language is always preferred. Is it because there are foreign elements or because of the benefits that this language brings in the process of acquiring, practicing and interacting? At School of Foreign Languages, for many years now, the research team has found that students face many difficulties in absorbing and expressing in the target language during lessons of Listening, Speaking, Reading and Writing skills.

To develop the ability to translate, students need to have the basic skills of a translator. The first is foreign language ability. This is the most important skill in translation work to fully and accurately express the meaning of the original. Therefore, foreign language ability needs to be accurate, Vietnamese translation must be translated according to Vietnamese grammar, and if it is English translation, it must be written according to English grammar. In translation, expertise in the fields is an indispensable factor. For example, the simple English word is Administration. There can be many possible translations that can give meaning to this word such as political, office, and administrative. But in the field of Medicine, it is translated as "dose (amount)". If you don't have medical expertise, you can't translate right away. However, no matter how good the professional ability is, there are certain words when translating. Therefore, the ability to search is very important. In addition to the words in the dictionary, you can also get information quickly by looking up the Internet.

Depending on how you search, you can get the information you need to find the fastest way, and the lack of knowledge can also make up for it a lot. In an actual translation, it is increasingly necessary to improve the search capacity. Finally, there is translation capacity. Even if it is possible to read the original text correctly without being able to express it in the translated language, the above powers are only soap bubbles. Whether translating from Vietnamese to English or from English to Vietnamese, it is essential to stay true to the original

and practice translation skills so that the translation has the most natural and understandable content. Whether a translator has good or bad skills depends on experience and general knowledge. For example, graduates of the English department have good foreign language skills, but in return, there are many cases where professional knowledge is not enough. On the other hand, technical people have good technical knowledge but lack of language ability. In addition, people who have lived abroad for decades have good language skills, good translation skills, but in this case, they may have to add more about their mother tongue ability. Therefore, the first thing is to understand the personal capacity that we have at the present time, in order to improve and supplement the missing capacity.

From the issues raised, the author considers the need for an investigation to clearly examine students' awareness and frequency of practicing translation learning strategies. Thereby promoting the translation ability of students in general in any circumstances.

### **1.2 Research aims**

The present study aimed at investigating students' perceptions and practices about learning strategies in translation, besides focusing on studying the actual use and practice of learning strategies applied to the compilation process of students at Can Tho University.

### **1.3 Research questions**

The study was conducted to answer the following questions:

- How do EFL students perceive translation learning strategies?
- To what extent do EFL students practice their translation learning strategies?

### **1.4 Significance of the study**

When synthesizing relevant literature, the author can see that more and more education researchers are interested in using language learning strategies of English learners at home and abroad. Particularly, Nguyen and Trinh (2011) concluded that there are very few studies related to the use of language learning strategies among students at the university. That is why more research is needed in different learning environments, in different countries, to see the diversity and generalization of the use of language learning strategies among learners, from students' awareness to practice, especially learning strategies in translation in particular at Can Tho University, Vietnam.

### **1.5 Scope of the study**

The participants in this study were EFL students in the Department of English Language and Culture, Can Tho University. The school curriculum here includes three programs in School of Foreign Languages such as *English Studies Program*, *the high-quality English Studies Program* and *Translation-Interpretation Program*. Translation is an essential subject in all three of the above majors, in English Language and English Language High quality includes basic translation, translation theory, and advanced translation. Meanwhile, the Translation-Interpretation major includes a broader knowledge of translation in different fields. So, this

study places emphasis on the students' perception and practice of learning strategies in translation.

## 2. Literature review

### 2.1. Learning strategies

#### 2.1.1 English learning strategies

According to Oxford and Crookall (1990, p.109), "*Language learning strategies are actions or behaviours that learners use to make learning more effective and enjoyable.*" Parrot (1993) defines a learning strategy as "*a measure that learners (though not necessarily consciously) actively use to facilitate or enhance learning.*" There are also several other definitions, but they all have one thing in common: learning strategies play a vital part in the success of the learning process in general and learning a foreign/second language in particular. That's because "*they are practical and positive tools for self-directed learning engagement, an essential element for developing communicative abilities. Appropriate language learning strategies will enhance proficiency and confidence*" (Oxford 1990, p.1). Good language learning strategies and characteristics of good language learners are so important that there have been many studies on this issue. In the next part of the article, these studies will be described chronologically and divided into two areas: one for the audience as learners and the other for researchers and researchers as foreign language teachers.

Second language (L2) learning methods are particular activities, behaviours, stages, or approaches students to use to better their development in internalizing, storing, retrieving, and applying the L2. Strategies are the instruments for active, self-directed participation required for developing L2 communication competence. (O'Malley and Chamot 1990, Wenden and Rubin 1987). Informal observation, formal observational rating scales, casual or formal interviews, group discussions, think-aloud procedures, language learning diaries, dialogue journals between student and teacher, open-ended narrative-type surveys, and structured surveys of strategy frequency are all commonly used techniques for assessing students' L2 strategies. Each of these strategies has advantages and disadvantages. At a finer level of examination, it is feasible to discriminate between several learning techniques.

Successful learners, according to studies, frequently employ metacognitive ("beyond the cognitive") tactics such as organizing, assessing, and scheduling their learning. These actions with cognitive methods, such as analysing, reasoning, transferring knowledge, taking notes, and summarizing, may be included in any definition of genuinely successful learning (Brown, Bransford, Ferrara, and Campione 1983). Furthermore, effective learners frequently employ compensatory methods such as guessing or inferencing and memory strategies such as grouping and organized reviewing—all of which have been classified as cognitive strategies by most studies. Outside of the L2 discipline, strategy research has looked at the emotional and social aspects of learning. So far, research has revealed that some of the most extraordinary learners employ affective and social methods to manage their emotional state, stay focused and on task, and seek assistance.

However, many students are ignorant of the significance of dynamic and social techniques. Furthermore, strategy training studies conducted outside of the L2 field, like those operating in the L2 area, have revealed that the most efficient training techniques are prescriptive rather than implicit; learners are explicitly told that a specific action or strategy is likely to be beneficial. Furthermore, successful instruction demonstrates to students how to use a particular method in new scenarios. A fourth consistent result is that cognitive (e.g., translating, analysing, taking notes) and metacognitive (e.g., self-evaluation, planning, organizing) methods are frequently utilized in tandem, supporting one another (Oxford and Crookall 1989).

According to Chien Kuo Lee (2010), many experts and professionals have described learning strategies in numerous ways; the following definitions are presented first. Following the introduction of the ideas of learning strategy, I will discuss critical studies and classifications of this topic by various scholars. Moreover, Oxford (1990) would be studied explicitly since her Strategy Inventory for Language Learning (SILL) represents the most prominent instrument in the field of language learning techniques and sets out the most comprehensive hierarchy of learning methods to date. Following that, the variable study impacting language learning methodologies will be explained, as well as the theoretical basis and contemporary difficulties. Finally, the summary considers the essential topics that will be discussed again at the conclusion.

However, what precisely does the phrase "learning strategy" mean? "*Learning strategies are the many procedures that learners utilize to make meaning of their learning*" writes Wenden (1987a:7-8). Furthermore, Williams and Burden (1997) said that when students are immersed in a learning activity, they have multiple resources that they employ in various ways to finish or accomplish the assignment, which may be referred to as the process of learning strategy. This explanation may be too complex for others; thus, it may be simpler to describe that a learning strategy is a set of learning skills, learning-to-learn abilities, thinking skills, and problem-solving skills. Or in other terms, the ways that learners utilize to consume, store, and retrieve information during the learning process. Learning strategies are defined as "*particular acts made by the student to make learning simpler, faster, more pleasant, more self-directed, more successful, and more transferrable to other settings*" by Oxford (1990). They not only help with language acquisition but also with other disciplines like arithmetic and chemistry. In other words, when learners begin to learn anything, they can adapt to the specific learning circumstance and control their learning appropriately.

Thus, understanding strategy is analogous to football players using tactics to win a game in the stadium. Learners employ learning methods to help them learn more effectively. We've already covered the fundamentals of learning strategy, which, as previously said, should be applied to all disciplines. As a result, during the last two decades, there has been an increase in the study of language learning techniques to determine which of the language learning strategies used by students is the most successful for the specific language learning involved. The definitions of language learning methodologies will be discussed in greater depth.

Research on language learning techniques has developed dramatically since the late 1960s because certain classifications serve many vital roles in language learning. Many scholars in the field of second or foreign language acquisition are interested in how learners process new information and what techniques they employ to interpret, acquire, or recall the information. For example, Naiman et al. (1978), Rubin (1975), and Stern (1975) observed that, despite exposure to identical teaching techniques and learning environments, some students are more effective than others in learning a second or foreign language. As we have previously discussed the principles of learning strategy, the significance of knowing the definition of language learning strategy will be discussed further below. Many scholars and professionals have characterized language acquisition methodologies from various perspectives. Based on Wenden (1987a), language learning strategies can be distinguished from the features of language learning behaviours, including attempting to learn and managing the meaning of a second language (L2), cognitive theory, such as learners' appropriate techniques of language education, and the productive view, such as learners' encouragement, disposition, etc. Three points of view, it is thought, can improve language acquisition.

O'Malley, Chamot, and their colleagues (Chamot & O'Malley, 1987; O'Malley et al., 1985a) specialized in examining the usage of learning techniques by ESL learners in the US. According to their research, there are three major language learning strategies: metacognitive, cognitive, and social affective. These categories refer to how learners plan their learning, reflect on the learning process, keep track of their production or comprehension, and assess the results of their learning.

Subsequently, Rigney (1978) and Rubin (1987) defined language learning strategies as actions that language learners do to speed up learning new languages. Additionally, Oxford (1990) defined language learning techniques as improving students' language learning competency and self-confidence to include cognitive, emotional, and social components (Oxford, 1990; Ehrman & Oxford, 1990). As a result, language learners can use a variety of ways to perform activities like reading and writing when they come across them. Because they would have used the proper language learning technique, language learners will succeed in the assignments (Richard, 1994).

### **2.1.2 Classification of language learning strategies**

A considerable amount of research on language learning strategies has been outlined above. Many authors offer different language learning strategies and characteristics of good language learners. The author finds the strategy group (Oxford, 1990) to be the most comprehensive because she synthesized and expanded these strategies and previous language learning strategies into six major strategic groups.

#### **2.1.2.1 Metacognitive strategies**

This group of strategies is concerned with the planning and overall organization of learning experiences selectively from choosing a strategy to use in a particular case and for one specific goal. There are many examples of this type of strategy. Many good learners have used dictionaries to look up the structures and vocabulary needed to perform a particular task.

Likewise, many people focus on contextual cues to understand the meaning of unknown words and ignore new words whose meaning cannot be understood in context. Similarly, using a notebook to gather further language information and track your progress in a language is a good strategy.

Another example is that many good learners carry around a bunch of new types of notepads with new words and structures and how to use them in their pockets so they can spend their time studying wherever they can. In addition, they rehearse what they want to say before they say it. In this way, their vocabulary is rich, and they can use it correctly and fluently.

#### **2.1.2.2 Affective strategies**

This group includes strategies for anxiety reduction, self-motivation, and emotional self-awareness. In the book (Rubin,1975), Rubin stated, "*Good language learners are usually not inhibited. He's willing to be silly if proper communication yields results. He is willing to make mistakes to communicate. He is willing to accept a certain ambiguity.*" This was true in the case of a former student of his. English was a completely foreign language for him when he went to university. At first, he found it very difficult to pronounce, and every time he asked to speak, the whole class was hooked. Sometimes I feel very sorry for him and try to remind the grace not to do that. However, he took every opportunity to speak English instead of being discouraged. After a year of study, this student surprised the whole class, and I was surprised because he caught up with his classmates, and the following years he was still one of the top students in the class.

#### **2.1.2.3 Social strategies**

Strategies that create opportunities to use a foreign language and learn by interacting with others fall into the category of social strategy. There are many examples of this type. One of my students told me once that when she was on vacation in Ha Long Bay, a popular tourist destination that attracts many foreign tourists, she pretended to be lost and went to them to find ways to converse in English. Some people, when they encounter new words and structures, try to use them when speaking with native speakers or in their essays to see if they understand after twenty years of teaching languages. My brother noticed that most of the good students are the ones who actively talk to their teachers or classmates in English and are the ones who often find out and clarify issues.

#### **2.1.2.4 Memory strategies**

This group is often used in vocabulary learning. One of the most effective strategies is to use memory association. According to Cohen (1990), we can create various types of associations between a word in the target language and another player by associating the word with a similar sound of a word in our language. For example, when we want to learn the word "hen" (chicken) in English, we can think of the Vietnamese word "hen" (asthma). These two words are entirely similar in pronunciation and spelling. Another effective way to learn new words is to group them by topic. For example, under the topic of "clothes," we can know many other dishes like pants, jeans, t-shirts, jackets, etc. Similarly, by imagining a single word, learners



can remember the password by the arrangement of the letters, the number of letters or by one or more letters. It's difficult to learn the word "mnemonic" by memorizing the letter "m" in the investment. The final association that many people use is to associate the words with the situation in which they are used. We used to have trouble remembering the words "camellia" and "magnolia" until we have seen these beautiful flowers in the garden, and now we can remember their names cleared by the association with that delightful move.

#### **2.1.2.5 Cognitive strategies**

Strategies for understanding and producing new language include conscious learning, such as taking notes, practicing spontaneously, inferring, summarizing comparative analysis, and relating further information to information. Taking notes while listening to the radio or TV and using skimming tips for quick ideas are effective methods that good learners use to improve their listening and reading skills. Others often "guess" when reading a text that contains many unknown words. They use general knowledge of the world and specific expertise to help them understand what they are reading without having to resort to dictionaries. Rubin (1975, p.25) mentioned that *"good language learners often monitor their own and others' speech."* This means that they always pay attention to how well their words are understood and whether their expressions meet standards. He still remembers one time a good student confided, *"I notice the mistakes of another friend, especially when that friend doesn't talk to the team, and me when I also find myself also making mistakes make those mistakes. I try to remember these mistakes and what the friend should have said"*. This student can learn a lot from the mistakes of others and his remarkable perception. Good language learners often summarize what they read or hear.

#### **2.1.2.6 Compensation strategies**

This group is used to overcome knowledge limitations and achieve communication goals. Various strategies of this use are suggested by Tarene (quoted in Numan 1991:70) as paraphrased by using a synonym for "flower" instead of "rose" because listeners can associate words in context; or create new words for unknown words so that they can express their meaning. For example, a student uses the phrase "tooth doctor" instead of "dentist". When he wanted to explain where he was going flatteringly around to describe or explain a simple concept is also a good strategy. For example, the learner uses "the container for boiling water" instead of "kettle" when he doesn't know or remember the word, which is an equally effective strategy. Good language learners tend to direct conversations on topics of interest to them, and they see a lot of the necessary vocabulary and structure so that they can talk a lot and for a long time.

#### **2.3.1 Learning strategies for specialized translation subjects**

To improve the current communicative models and techniques for teaching L2 and translator training, applied linguists have recently examined the possibility of incorporating the additional insight of second language learning theories, having characteristics, foreign language teaching methods and techniques, and translation studies, Sewell and Higgins 1996;

Laviosa 2000. By proposing a translation-based technique for acquiring ESP vocabulary and grammar through authentic communicative tasks, we want to contribute to this multidisciplinary perspective. These researchers aim to provide teachers of English for special purposes and language translation trainers with a scientific method for assisting their students in manufacturing, to the best of their abilities, a destination text that satisfies the required specifications of conceptual accuracy and stylistic fluency and is also effective in terms of the discourse community it is intended. This is done with particular reference to the translation task itself. Following a description of the logic and key theoretical tenets that guide our work, they will provide examples of how they teach ESP vocabulary and translation abilities using a contrastive approach, as they do in the book *Learning by Translating*.

### **2.3.2 Specialized translation subjects in Department of English Language and Culture, Can Tho University**

Starting with the school curriculum, Department of English Language and Culture includes three majors English Studies Program, High-quality English Studies Program and Translation-Interpretation Program at School of Foreign Languages as mentioned above. The training program related to Translation includes the following subjects:

- Four Skills (Listening, Speaking, Reading, Writing)
- Theory of Translation, Instruction to Translation, Basic Translation Course 1, Basic Translation Course 2, Advanced Translation Course 3, Advanced Translation Course 4, Medical Translation, Environmental Translation, Technical Translation, Translation of Literature Work and Movies, Translation for Business Correspondences, Translation for Journalism, Translation for Office, Translation for Tourism, Translation for Business, Translation for Restaurant-Hotel, Translation for Career Orientation, Translation for Marketing.

The Bachelor of Arts training program has political and ethical qualities, a sense of service to the people, good health, and meets construction requirements; master the basic knowledge and skills of industry and specialization in English-Vietnamese and Vietnamese-English translation; have a professional, confident, proactive, creative and responsible working attitude; effective lifelong learning skills; initial scientific research and the possibility of continuing to improve at the Master's level.

Graduates majoring in translation have the ability to apply their knowledge and skills in language, culture and society in translation and interpretation work in a multicultural working environment. Graduates can adapt to work as translators serving the translation needs of domestic and foreign organizations, business units and individuals in many fields, such as notaries, courts, foreign affairs, trade (import and export), tourism, services, museums, publishing houses, and public administration.

Along with a multidimensional knowledge base in the fields of social sciences and humanities, application of information technology in language application, in-depth knowledge of English language skills (listening, speaking, reading, and writing), academic English, English linguistics, English grammar, English pronunciation, translation theory,

modern translation approaches and methods, scientific research methods; ability to use English fluently in various communication situations.

Accordingly, there is a specialized knowledge block in Linguistics, mastering in-depth knowledge of phonology, lexicography, syntax, semantics, pragmatics, comparative linguistics, and writing skills. Remember, take notes, listen and understand, read and understand, process information, synthesize, summarize and express fluently, accurately and concisely the information to be conveyed in Vietnamese and English; self-study and self-study skills, skills to work with groups; have the ability to think and work independently, creativity, time management skills, planning, good monitoring of the general work progress, presentation, public speaking and presentation skills, communication skills Good social communication, flexible and dynamic in the working environment, able to solve problems reasonably. There is also passion, adaptability to change, willingness and ability to work independently, willingness to work with others and consideration and acceptance of other points of view, honesty and professional ethics of the profession he pursues, being aware of the position and importance of his ethical standards and principles, being right with his mistakes, proactively plan career development for themselves, always update information in their specialized field to have an attitude as well as handle changes and new updates appropriately and effectively. The most important thing is to have a healthy, honest lifestyle, respect the traditional cultural values of the nation, and at the same time respect and selectively absorb the cultural elements of other countries and ethnic groups. and have in-depth knowledge of translation skills from English to Vietnamese and vice versa.

Particularly in terms of translation, learners tend to master English language skills: Listening, Speaking, Reading, and Writing, equivalent to a level of B2 (English standards to Vietnamese) or higher according to the Common European Framework of Reference for Languages. Ability to analyse texts and detect ambiguities (to avoid misinformation) based on linguistic and cultural knowledge. Able to translate technical documents in high demand in the economic integration of the Mekong Delta and the whole country, such as environment, administration, engineering, medicine, law, tourism, and literature. Having professional knowledge and skills to take on jobs in tourism, business, import-export and office operations. Ability to carry out scientific research by identifying research problems and methods, searching documents and reviewing documents in the field of translation. Proficient use of technical equipment for translation work. Proficiently use information technology to meet lifelong learning and research needs.

In Translation Theory Course by Nguyen Van Sau and Thai Cong Dan (2022), English lecturers at SFL, CTU, Vietnam, the content covers everything related to translation, which refers to *Views on Translation, Kinds of Translation, Steps in a Translation Project, Meanings in Translation, Types of Language and Transformation Translation, Problems Related to Translation, and Strategies for Translators*. From this course, the first is the definition of translation, "*translation is the process in which a written communication or a text in a first language is produced as the written communication or text in the second language interpreting the same meaning transfer of meaning from one language to another language. That is, translation is the expression in another language (target*

*language) of what has been expressed in another (source) language, preserving semantic and stylistic equivalences".*

Secondly, translation is divided into two main kinds. One is form-based and the other is meaning-based. That is, the literal translation is form-based, while the idiomatic translation is meaning-based. Thirdly, the compilation process includes seven steps which are establishing the project, exegesis, transfer and initial draft, evaluation, revised draft, consultation and final draft. Fourthly, this chapter deals with reference theory, componential analysis, and meaning postulates. Fifthly, there are four types of language in translation which are idiolect, dialect and accents, slang, register and style. This chapter gives an in-depth look at different types of languages and transformations in translation. By Chapter 6, we discuss problems when it comes to translation, such as lexical problems (lack of equivalent concepts, lack of superordinate, lack of hyponyms in the receptor language, different word collocations, personal pronouns and prepositions, synonymy, idioms & terminologies), problems related to structural differences (parts of speech, voice), cultural differences, difficulties of untranslatability, loss and gain in translation. Finally, there are five strategies for translators, which are dealing with non-equivalence at the lexical level, dealing with idioms and set expressions, dealing with voice, number, and person, dealing with non-subject sentences, and dealing with newspaper headlines.

## **2.4 Perceptions**

### **2.4.1 Perceptions of English learning strategies**

According to C. Griffiths, J. M. Parr (2001), it's significant to mention that although students say they utilize memory techniques the least, professors say they use them the most. On the other hand, despite the fact that students claim to use social strategies the most, teachers only place their student's use of social strategies in third place. Teachers put metacognitive tactics second to last, while students place cognitive strategies only fourth, while instructors place metacognitive strategies first. Students rank compensation schemes third, while professors only place them in the bottom two. Active methods, which are ranked lowest by instructors and second to bottom by students, are the only area where teacher and student opinions are virtually in agreement. The findings of this study, which appear to reveal differences in student and teacher views of language learning strategy use, may be compared to those of which examined teacher and student perceptions of the significance of particular learning activities. Teachers were invited to respond to a questionnaire that asked them to rank the significance of 10 different learning activities. The student evaluations of the same activities were then compared to these data. It was found that there was just one situation when student and instructor evaluations matched, and that was for conversation practice, which was valued highly by both teachers and students. The other nine out of ten assessments did not agree with any of the others. In some cases, the discrepancies were stark, particularly in the case of language games, which instructors ranked very significant but students assessed as being fairly minor. In a study of the learning tactics employed by starting and intermediate students in an American high school, O'Malley et al. (1985) found a similar finding on differences in perception between students and teachers. LLS recorded interviews with teachers and

students. It was found that teachers were typically ignorant of their students' techniques, even though both beginning and intermediate students recognized and reported utilizing "*a wide diversity of learning strategies*."

Different interpretations of the strategy groups probably are to blame for some inconsistencies in this study. For instance, it's likely that a strategy like "I read for enjoyment in English" may be categorized as an active or metacognitive strategy rather than a cognitive one, as it is in the SILL. Notwithstanding this reluctance, the extent of perceptual disparity between professors and students must be concerning. Students have been demonstrated to apply a variety of LLS tactics, some of which are rather sophisticated, in practice, supporting the hypothesis that LLS has considerable potential to boost language learning capacity.

Working to increase our consciousness of our students' strategy usage and needs will assist each other as teachers avoid the deconstructionist displacement alludes to. This will allow us to facilitate language learning more effectively in line with current eclectic developments in the theory and practice of English language teaching.

#### **2.4.2 Perceptions of English learning strategies towards specialized translation subjects**

According to the Common European Framework of Reference for Foreign Languages (CECRL) of the Council of European Languages, linguists recommend that learners have regular exposure to the target language by encouraging them to participate in classes where people use language 2 (target language) as the language of instruction and interact verbally with native speakers' language or a "competent" person. On the teacher's side, CECRL also encourages teaching, presenting, explaining, etc., activities in the target language. However, CECRL does not prohibit the use of the mother tongue to conduct and carry out similar activities. It is an alternative solution to overcome the obstacles in teaching. Therefore, the use of the learners' mother tongue is accepted and even encouraged in certain situations to create a suitable and optimal learning environment for them.

In addition, the source language is also considered a "preferred trend", where learners naturally translate all new knowledge into their mother tongue whether or not the teacher encourages it. Teaching methods should be in favour of this natural tendency instead of against it. Still, they must be understood in a way not to encourage the increased use of the mother tongue, but only to is a trade-off to address the limitations of the teaching method in certain situations. The new conception of the relationship between languages leads to the view of multilingualism as a "learning springboard". It thus affirms the benefits of pre-existing skills for any new language learning. However, CECRL also emphasizes the need for teachers to gradually transition from the source language to the target language by gradually reducing the use of the mother tongue.

Learner's perception of priority to use the target language in foreign language teaching and learning, according to students, prioritizing using the target language as a teaching language brings many benefits: creating conditions for learners to practice English, especially developing listening and speaking ability (accounting for 93%), so that learners become familiar with the target language from a phonetic perspective (sound recognition, intonation, stress, pronunciation) (90.6%), creating an environment close to reality for learners to absorb,

more favourable reflexes and training (accounting for 79.1%), is a condition for learners to quickly memorize French (39.5%) and meet the requirements of the course (34.9%). Only 16.3% of students affirmed that using the target language will stimulate learners. We also received similar comments from the lecturers. They further emphasized: "*when repeated unconsciously, it will create a conditioned reflex, create a habit of thinking in the target language, create an immediate and quick response. It may be slow at first, but gradually students will get used to it, and as a result, contact with native speakers will be more favourable*". Thus, listening to lectures and repeating in the target language will help learners effectively absorb knowledge, create habits and reflexes quickly, and allow foreign language teaching/learning to achieve their stated goals. Outlined in the training program. The lecturer also believes that prioritizing the use of the target language will help students limit their exposure to the mother tongue because "*using the mother tongue will create a habit of thinking in the mother tongue, which is not beneficial and often causes speaking and writing errors*". However, lecturers also do not deny the benefits of "peace of mind" that the mother tongue brings and avoid the students' misunderstanding of knowledge.

## 2.5 Practices

### 2.5.1 Practice in English learning strategies

A variety of different tips and exercises to practice and evaluate foreign language learning strategies have been proposed by many authors. Oxford (1990) introduces many such movements and activities, such as "*find games*", "*maintain a conversation*", "*practice memory*", "*group and label*", "*find different words*", "*guess by pictures*", etc. Conduct investigations to find popular learning styles, develop a range of strategies that students can use to practice English outside of class study, ask students to use strategies over several weeks, ask them to log their language learning experiences and evaluate them. Likewise, all classroom tasks and activities should include some learning strategy. For example, when students listen to a story and name the main characters, the learning strategy is choosing a focal point for focus. Or when learners take a blank dictionary test, they have to use context to "guess" the word. Willing also emphasizes that learners have different learning styles and that teachers need to adapt their teaching to these different learning strategies. In addition, role-playing and using language games are especially encouraged in teaching foreign languages. Crookall and Oxford (1990) believe that "*due to the freedom to practice the target language without fear of punishment or criticism, role-playing activities and games have additional affective effects. Such as decreased anxiety, increased Positive feelings and increased self-confidence are the goals of emotional strategies in foreign language learning. Therefore, role-playing activities/games help learners practice those strategies naturally and without force.*"

C. Griffiths, J. M. Parr (2001) examined how different theories of language teaching and learning have evolved alongside the theory of language-learning strategies (LLS), as implemented by speakers of other languages (SOL). As well as the position of LLS in modern eclectic language teaching and learning. The article then examines a practical component of LLS by describing research done with speakers of various languages to determine the types of LLS they employ.

Put vocabulary into practice context through skills, to be able to memorize and use vocabulary effectively, learners need to pay special attention to practice. To practice effectively, learners need to make the most of the time to put vocabulary into listening, speaking, reading, writing and presentation skills in a natural, correct, contextual manner. During practice, you should use only a few new words, but the number of words should only be in 10 words/day, depending on your ability to memorize and use them. In the process of practicing skills, learners should pay attention to the following:

While reading, after identifying and being aware of the vocabulary to learn and memorize according to each topic and field, learners must focus on re-reading the content containing those vocabulary words better to understand the scope, meaning, and usage of words. In addition, finding articles, magazines, stories, books, and novels with related content will be the best way to consolidate vocabulary and remember more accurately the vocabulary to learn. Along with that, synonyms - antonyms will also appear, increasing the frequency of encounters and repetition of the target vocabulary of interest. The more words appear, the more you encounter them, and the better your ability to remember them will be. However, the problem to keep in mind when looking for reading material is the number of new words. When learners open a page of any document, if the number of unique words for the reader is between 4-6 words, the paper will be appropriate. If the amount of new or poor words, we should look for other documents. If the number of unique words is too small or too many, it will easily cause psychological boredom, stress, and distraction, affecting learning results.

While listening and watching videos: videos to watch can be introductory paragraphs of vocabulary, accompanied by images, sounds, vivid and attractive examples, or academic and analytical content problems, bringing new insights. When watching videos or listening to news bulletins, learners will have to rely on pronunciation and context to identify whether new vocabulary appears and how it is used; In addition, you will also hear synonyms - antonyms, words related to the words being studied. Therefore, when watching videos or listening, it is necessary to adhere to the following steps: focus on monitoring, hearing and feeling the content as well as the vocabulary used; the second time listening, review and taking notes of the known contents and speech; then, open subtitles to aid in recognition of keywords and content; watch, listen again to understand better and focus on reinforcing the meaning and usage of the words being studied.

While speaking - presenting - communicating: with the learned vocabulary and knowledge base through the above reading, listening and viewing materials, learners will apply them to the speeches to test their ability to use the words and related knowledge. This is the step of "putting" vocabulary into long-term memory with primary word usage and structure. Learners can find friends with the same passion for sharing, exchanging and practicing "talking together" on topics related to vocabulary. In addition, learners should use mobile and electronic devices to record and record their talks to listen again, identify errors and adjust for better results. "Practice in front of the mirror" is also a suitable way for the speaker to see himself expressing himself; at the same time, combined with body language to emphasize the content and meaning of words. Learners need to spend a lot of time communicating and exchanging with people around them about content related to topics and

areas where vocabulary often appears, putting themselves in real situations, playing roles of different characters to build a communication context, or with friends to create a practice environment related to the vocabulary words that need to be memorized. This form will bring a sense of comfort to learners, help them remember better, and understand vocabulary more deeply.

While writing: learners can choose a question, an issue of interest, or personal sharing on a topic or related field containing vocabulary words to memorize and depending on the purpose of the lesson. You can choose between academic writing or simply writing in order to consolidate your vocabulary and how to use new words to apply in your writing. The writing process requires learners to consider word choice, use a variety of terms to avoid repetition and use different structures with different types of words. When finished writing, learners can ask teachers, friends, and experienced people to read, comment and comment so that later they will have better, more accurate and more transparent articles. Review vocabulary in the process of self-studying English vocabulary, vocabulary review is essential. The review process can repeat the same steps as when learning those words, reviewing videos, reading articles and books on the same topic. In addition, learners can set up games by themselves, build review content on well-known learning websites such as Quizlet, Kahoot, and Storybird, or create their own videos on YouTube, blog, diary, and share experiences. These ways will be excellent skills to use words and help learners remember words longer, putting the vocabulary into permanent memory. Need to increase practice time and communicate with people around, especially foreign friends, with the help of teachers who have a lot of experience in improving vocabulary. Another effective way to review and learn language is to share and guide others to understand the vocabulary you already know and the new vocabulary you learn. When instructing and teaching others, learners will build a mind-set of mastering the knowledge and language, the vocabulary they are talking about, etc., increasing their confidence and naturalness in using and remembering words.

## **2.6 Related studies towards the relationships between the perceptions and practices**

Due to the current study (Βρεττού, 2011) aims to investigate patterns of reported language learning technique use among EFL Greek-speaking 6th graders in primary school in connection to language competency level, motivation to learn English, and gender. The primary study hypothesis asserts that all three factors have an impact on the learners' strategy deployment. The goal is to identify the methods that distinguish higher- from lower-proficiency students and use that information to enrich learners' strategic approaches and improve their accomplishment in the target language. Quantitative and qualitative methods were used with a total sample of 763 participants from twenty-seven primary schools in Thessaloniki.

A learning strategy questionnaire evolved from Oxford's (1990) SILL to best suit the needs of young students, a context questionnaire where the inspiration to learn English was collected using Gardner's (2001) social educational model, and the Quick Placement Test (UCLES 2001) for an appropriate evaluation of competence were used as gathering information tools. The strategy questionnaire was finalized after pilot testing before the start



of the study. All of the findings supported the study's principal hypothesis. More precisely, competence level affected around half of the technique items on the modified SILL, but the motivation to learn English influenced a third of the strategy items. Females reported more use of cognitive, metacognitive, emotional, and social strategies than men, indicating earlier genetic, affective, and social maturation as well as stronger motivation. The quantitative results were supported by the investigation of the long and short interviews, which led to the representation of the "very successful learner," whose lesser intermediate proficiency is viewed as special, differentiating him/her from those at lower levels. Finally, key pedagogical recommendations for the English classroom toward specific strategy training interventions are given, as directions for further study.

This paper (Aliakbari, 2008) summarizes the outcomes of a study conducted to investigate the variance and frequency of language learning strategies (LLS) used by Iranian English students, as well as the probable association between LLS use and gender. Within this field of study, the discrepancies in published work on genders and LLS gave adequate rationale for more research on the issue in general and the situation with Iranian L2 learners in specific. The findings of a quantitative data analysis of a statistical study revealed that Iranian English students used learning techniques at a high as well as a medium frequency level, with metacognitive methods ranking highest (78.8%) and memory strategies ranking lowest (64%). Because of its largest link with other strategies, the data also identified the ruling function of cognitive strategy. Although male learners reported using strategies more frequently than female students, statistical examination of the t-test demonstrated that gender had no significant influence on method utilization.

According to Language learning strategies of non-English major students at Can Tho University, Vietnam (Duc. N.T, 2012), learning strategies are regarded as the most important instrument for assisting language learners in gaining active and self-directed participation in the learning process (Oxford, 1990). As a result, extensive research has recently been undertaken all over the world (Oxford and Nyikos, 1989; Aslan, 2009; Nguyen & Trinh, 2011) to demonstrate the usefulness of language learning techniques in increasing language learners' competence levels. The SILL (Oxford, 1990) was used in this study to investigate the extent level and variation by gender in adopting language learning strategies of 201 non-English freshmen at Can Tho University. Based on their findings, the researchers propose several pedagogical recommendations to EFL professors and students at Can Tho University.

### **3. Research methodology**

#### **3.1 Research questions**

The study was carried out with two main objectives corresponding to two following research questions: (1) To better understand EFL students' perception of learning strategies in the translation process and how to recognize translation learning strategies. The first question asked is: How do EFL students perceive translation learning strategies? And (2) To identify the frequency of using learning strategies in translation by EFL students, the second question mentioned is: To what extent do EFL students practice their translation learning strategies?

### **3.2 Research design**

The study employs a mixed-method as qualitative and quantitative approach that is appropriate for data collection, analysis, and interpretation. This study also employs a case study method to gather detailed information on a specific case. In terms of research tools, interviews are also important data sources. Various sources of data, according to Yin (1994), provide a further detailed understanding of the issue and make significant contributions to different viewpoints on it.

This study used a descriptive design to attain its goals. The current study examined EFL students' attitudes about translation learning methodologies. Additionally, the descriptive approach enabled the researcher to fully comprehend EFL students' practice and observations of students' participation in class translation performance. The study collected quantitative data from questionnaires as well as qualitative data from interviews.

The questionnaires were employed as reliable data collecting methods in certain research on translation learning methodologies. This study's questionnaire was based primarily on the Strategy Inventory for Language Learning - SILL, which includes 50 questions translated from English into Vietnamese to assess students' usage of strategies. This is the most effective, extensively utilized, and widely used tool in the world, particularly in Asian countries (Quinquang, 2008). From there, the author created a survey with one hundred and thirty-two items for students to measure the extent of translation learning strategies on student involvement and perceptions. The 132-items questionnaire was prepared bilingually to assist participants in understanding the questions and providing detailed replies.

Furthermore, interviews could be used to assess students' frequency of employing language learning strategies in translation courses. The interviews for learners in the present research were adapted from Nawaz's (2019) interviews. Five interview questions were developed in order to gather more information from students about their knowledge of translation learning strategies.

### **3.3 Participants**

The participants in the present study are students at Can Tho University. They are majoring in three majors as English Studies, High-Quality English Studies, Translation-Interpretation and they have both taken Translation courses. The subjects in the study are taught in academic English and the material for this course is Translation Theory provided by professional teachers, Nguyen Van Sau, and Thai Cong Dan, 2022. In this study, 90 EFL students were randomly selected to participate in the survey using a questionnaire. At the same time, 20 students were randomly selected from 90 participants in the survey questionnaire and were invited to answer five interview questions. All participants answered the questionnaire sincerely.

### **3.4 Research instruments**

#### **3.4.1 Questionnaire**

The questionnaire was created to analyse the impact of translation learning strategies on EFL students' translation involvement, and additionally to investigate students' practice of such

learning strategies in translation classes. The questionnaire has 132 items to which students answered on a 5-point Likert scale ranging from 1 to 5. A score of 3.5-5 is regarded to represent high use of that technique, a score of 2.5-3.4 medium use, and a score of 1.0-2.4 poor use of that strategy (Oxford, 1990). Several more related items have been adapted from relevant research within the identical discipline.

Data on learning strategies were modified from the Strategy Inventory for Language Learning (SILL) questionnaire (Oxford, 1990), which was translated and adapted for Croatian students by Mihaljević-Djigunović (2002). The questionnaire reveals the data on how frequently students use particular translation learning strategies. With two parts, each contains 66 items divided into six different strategy groups: memory, cognitive, compensation, metacognitive, affective and social strategies. The items are assessed by using one level of the Likert scale (SD: Strongly Disagree, D: Disagree, NS: Not Sure, A: Agree, SA: Strongly Agree)

There were four general questions and two sections included in the questionnaire. The first five questions were to know general information from the participants, Section I is to study the perception of translation learning strategies on the engagement of EFL students in translation and Section II is to explore students' practice through their involvement in using translation learning strategies. The language learning strategies are grouped into six categories for assessment: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The version of the questionnaire was discussed and checked by a professional teacher to avoid any ambiguity in the wording of the questionnaire and to ensure content validity. There were six clusters in each section.

**Table 3.1:** Summary of the questionnaire

	<b>Constructs</b>	<b>No. of items</b>
<b>Optional questions</b>	<b>General information</b>	<b>4</b>
Section 1: EFL students' perceptions of learnings strategies towards English Translation	<ul style="list-style-type: none"> <li>● Memory strategies</li> <li>● Cognitive strategies</li> <li>● Compensation strategies</li> <li>● Metacognitive strategies</li> <li>● Affective strategies</li> <li>● Social strategies</li> </ul>	11 11 11 11 11 11
Section 2: Frequency of EFL students' using the learning strategies towards English Translation	<ul style="list-style-type: none"> <li>● Memory strategies</li> <li>● Cognitive strategies</li> <li>● Compensation strategies</li> <li>● Metacognitive strategies</li> <li>● Affective strategies</li> <li>● Social strategies</li> </ul>	11 11 11 11 11 11
	<b>Total</b>	<b>136</b>

Six clusters in Section 1 were associated with the perception of the six learning strategies such as (1) students' perceptions of memory strategies in translation, (2) students' perceptions of cognitive strategies in translation, (3) students' perceptions of compensation strategies in

translation, (4) students' perceptions of metacognitive strategies in translation, (5) students' perceptions of affective strategies in translation and (6) students' perceptions of social strategies in translation. This section of the questionnaire requires the participant to express their ideas on statements about their perceptions of learning strategies in translation, using a 5-point Likert scale to indicate the perceptions: strongly disagree, disagree, not sure, agree, and strongly agree.

Regarding Section 2 in the questionnaire, six clusters corresponding to the extent to of EFL students practice their translation learning strategies with an application of six learning strategies such as (1) the extent of using memory strategies in translation, (2) the extent of using cognitive strategies in translation, (3) the extent of using compensation strategies in translation, (4) the extent of using metacognitive strategies in translation, (5) the extent of using affective strategies in translation and (6) the extent of using social strategies in translation. This part requires the participant to express their ideas on statements about the frequency of their involvement in translation learning strategies, using a 5-point Likert scale: never, rarely, sometimes, often, always.

### **3.4.2 Interviews**

In collaboration with the questionnaire, the author created a semi-structured interview, which was conducted, asked and answered in English. Student interviews focused on their perceptions of translation learning strategies. Besides, by emphasizing the performance component of students' translation learning strategies through translation practice, translation assistance tools, and the application of specialized knowledge.

## **3.5 Data collection**

### **3.5.1 Questionnaire**

#### **3.5.1.1 Pilot questionnaire**

Prior to the deployment of the questionnaire, a pilot study was conducted to examine whether the questionnaire was suitable for the students' level. The author translated the questionnaire from English into Vietnamese, which was then validated by the supervisor. The questionnaires were distributed to seventy participants for the pilot project. Participants for the pilot study are randomly selected from the English Studies Program, the High-Quality English Studies Program, and the Interpretation-Translation Program.

The researchers attended one class to pilot the questionnaire. The whole piloting approach, including the objective statement, item description, and explanation, was completed bilingually to guarantee that the students understood the study's aims. To guarantee that no items were missed, participants were instructed to complete the form item by item.

#### **3.5.1.2 Administration**

From the pilot questionnaire, the questions were added with minor details as well as lengthening the number of questions. The purpose of the questionnaire panel is to examine students' perceptions of translation learning strategies and to find out to what extent they

practice. The questionnaire was conducted and distributed in the middle of the second semester of the academic year 2022-2023 at School of Foreign Languages, Can Tho University. With assistance given by the School of Foreign Languages, the researcher came to each class to ask for their willingness to participate and the questionnaires were finished after class time.

As in the pilot study, the researchers presented the study's goals to the participants and encouraged them to complete the bilingual questionnaire. The average participant took around 15 minutes to complete the questions. Students were obligated to check their responses for missing items before submitting them. Completely, 90 surveys were circulated and handed back. There were no questionnaires that were missing or incomplete.

### **3.5.2 Interviews**

#### **3.5.2.1 Pilot interviews**

The interview questions were piloted before interviewing the nine participants with the intent to implement some substantial changes for a better outcome from the interviews. The pilot interview was intended to set the format of the interview, examine for misunderstanding or bias in the questions, and provide the researcher with some insight into the interview procedures. Seven students were chosen from the total of questionnaire responders to form the participant samples. It was each face-to-face interview with questions and answers in English. Students who have been studying translation courses this semester, hence, it would be straightforward for the investigator to have positive involvement. The questions were simple and clear enough for the participants to comprehend.

#### **3.5.2.1 Administration**

Upon completion of the questionnaires, each student was questioned face-to-face and their responses were recorded on a separate interview sheet. To relieve their apprehension of revealing their personal opinions, participants were told that their replies would be kept anonymous and used exclusively for past studies. Before being gathered, the interviewees' true names were coded. Lastly, before beginning data analysis, the supervisor reviewed the recorded and written data to guarantee data reliability.

### **3.6 Data analysis**

#### **3.6.1 Questionnaire**

The quantitative data from the questionnaire regarding students' attitudes and practices were coded and analysed using the Statistical Package for Social Sciences (SPSS). First, the researcher performed an analysis of the reliability test for each cluster of each section and for the entire questionnaire, adhering to the widely established norm that reliability greater than 0.977 indicates an adequate level. Following that, the frequency approach was used to statistically determine the number of students in Cohorts, as well as translation learning strategies from translation courses.

The descriptive statistic was used to evaluate the level of students' perceptions of translation educational strategies in the translation program and to get detailed information about students' engagement in those translation learning strategies. The crosstabs analysis

was then conducted and examined to discover which translation learning methodologies course needed the most participation from students.

The correlation coefficient was calculated to determine the linear correlation between the perceptions of students on translation learning strategies (Section 2) and the extent to which learning strategies impact students' involvement (Section 3). The bivariate correlation also was utilized to measure the strength of the linear relationship between clusters. Clearly, the researcher measured the correlation between students' perceptions of translation learning strategies and the extent of learning strategies influence on students.

### **3.6.2 Interviews**

The qualitative data reflects a thorough grasp of students' perspectives on translation learning strategies from translation modules. The data from the interview was transcribed by the author and then confirmed by the supervisor. The researcher conducts two rounds of interview data processing: classification and analysis of classed replies. Then, the replies of the respondents were classified as perception or degree of practice. The categorised replies were then evaluated. The interviewee's responses were evaluated to elucidate the meaning and ramifications.

## **4. Results and discussions**

### **4.1 Results from quantitative data**

To investigate students' perceptions of their involvement in translation learning strategies and to study the extent to which students involve in translation by using learning strategies. In this study, a questionnaire with sixty-six-items in each section was used for students. The responses of students to two research objectives were collected and coded for data analysis.

The reliability of the questionnaire was computed. The output indicated that the reliability coefficient for the sixty-six items in each Section 2 and Section 3 is relatively high ( $R = .977$ ). The reliability statistics of perceptions and extent were .977 over an acceptable standard.

#### **4.1.1 Frequencies**

The frequency procedure calculated that 90 students in Cohort 45 took part in the survey. Students in majors at the School of Foreign Languages, including English Studies Program, High-quality English Studies Program and Translation-Interpretation Program have an objective view of the subject of translation.

The frequency statistics also described that 100% of the surveyed students had studied Theory of Translation. With eighteen subjects in total, the researcher decided to group them into three groups under the instruction of the supervisor. The first group named Basic subjects, which included Theory of Translation, Instruction to Translation, Basic Translation Course 1 and Basic Translation Course 2. The second group is Advanced subjects which concluded Advanced Translation Course 3 and Advanced Translation Course 4. The third group is called Specialized subjects with eleven items as Environmental translation, Technical translation,

Translation of Literature Works and Movies, Translation for Business correspondences, Translation for Journalism, Translation for Office, Translation for Tourism, Translation for Business, Translation for Restaurant-Hotel, Translation for Career orientation, Translation for Marketing.

Overall, almost 90% of participants study Basic level of translation. Whereas, the number of students who have taken Advanced courses of translation about 75.6% and finally for the students taking part in Specialized courses of translation was slightly lower with 46.9% of the surveyed.

Since the majority of students are in the English Studies Program and High-quality English Studies Program, the percentage of students taking advanced translation courses is not too high. Moreover, because specialized courses of translation are mostly in the Translation-Interpretation Program, some of which are elective and optional, the percentage is quite low. In the majors, students have two options to do the essay course or do the thesis course in the final year to graduate, so the rate is slightly different for Specialized courses of translation.

#### 4.1.2 Students' perceptions of translation learning strategies

**Table 4.1:** The overall mean scores of students' perceptions of translation learning strategies

	N	Minimum	Maximum	Mean	SD
P	90	2	5	3.86	.488

The perceptions of students' involvement in translation learning strategies were researched in sixty-six items. As shown in Table 4.1, it is clear that students' perceptions of translation learning strategies were quite accepted. (M = 3.86, SD = .488).

**Table 4.2:** Descriptive statistics of students' perceptions

Perceptions of students in translation learning strategies	N	Min	Max	Mean	SD
Memory	90	2	5	3.86	.431
Cognitive	90	2	5	3.71	.507
Metacognitive	90	2	5	4.08	.513
Compensation	90	2	5	4.02	.455
Affective	90	3	5	3.89	.402
Social	90	2	5	3.63	.622

As can be seen in Table 4.2 students frequently used Metacognitive strategies (M = 4.08) they pay attention when someone is speaking English, helping to get the flows of ideas towards translation practice in listening, practice speaking on specific topics to expand the knowledge base suitable for translation in speaking, look for opportunities to read as much as possible in English in reading and understood the translation process better by learning the course of Translation Theory. As aforementioned in the translation learning strategies, students can choose either cognitive or affective strategies to use, however, the statistics showed the rare extent of students' involvement in Cognitive strategies (M = 3.71) as compared to the Affective

strategies ( $M = 3.89$ ), they regularly try to relax by listening to music and watching movies in English to improve listening skill, encourage themselves to speak English even if they are afraid of making mistakes in speaking skill, notice themselves tense when they read an article or essay too slowly in reading and learned the necessary lessons to avoid making mistakes when translating with Google translate and online translation sites in writing. Besides that, students also slightly engaged in the Social strategies ( $M = 3.63$ ), the means reached the bottom of all strategies.

#### 4.1.3 Extent of the impact on students' involvement in translation learning strategies

**Table 4.3:** The overall mean scores of the frequency of students using translation learning strategies

	N	Minimum	Maximum	Mean	SD
F	90	2	5	3.78	.639

The extent of the impact on students' involvement in translation learning strategies was also investigated by sixty-six items in section 3. The overall mean scores demonstrated that translation learning strategies occasionally impacts students' attendance ( $M = 3.78$ ;  $SD = .639$ ).

**Table 4.4:** Descriptive statistics of the frequency of students using translation learning strategies

Frequency of students' involvement	N	Min	Max	Mean	SD
Memory	90	2	5	3.78	.532
Cognitive	90	2	5	3.60	.638
Metacognitive	90	2	5	3.93	.613
Compensation	90	2	5	3.99	.581
Affective	90	2	5	3.79	.668
Social	90	2	5	3.45	.804

The data in Table 4.4 indicated that most students applied Metacognitive strategies ( $M = 3.93$ ) implied reading skill mostly, they look for opportunities to read as much as possible in English, notice English mistakes and use that information to help do better in speaking English, practice speaking on specific topics to expand the knowledge base suitable for translation in listening skill and understand the translation process better by learning the course of Translation Theory in writing skill. Compensation strategies ( $M = 3.99$ ) are nearly the same, they focus on speaking skill the most, such as try to guess the meaning of words while reading in English based on the context of the sentence, when they can't think of a word during conversation in English, they guess by the situation, helping to get the real one in a specific text before translation in listening skill, look for opportunities to read as much as possible in English in reading skill and clearly learn about the context and culture of each story before translating in writing skill. Besides, they rarely used Social strategies with the number of Mean ( $M = 3.45$ ). The Affective strategies held the third rank ( $M = 3.79$ ) which proved that besides the group above, students also practice those strategies parallel. Following that, students' activities toward the others such as Memory strategies and Cognitive strategies were quite positive, respectively ( $M = 3.78$ ;  $M = 3.60$ ).



## 4.2. Results from qualitative data

Soon after gathering survey data, twenty sample respondents were reached to participate in the interviews. In-depth information regarding the participants' involvement in and cooperation with translation learning strategies is gathered through the interviews. The main questions focused on giving a deep insight into the frequency of usage in translation learning strategies, including how students utilize them, specialized vocabulary/phrases, supporting applications used in translation, challenges encountered while utilizing these strategies, and how to overcome them. An extensive examination of the practice component of the student's translation learning technique is deduced from the interview. The responses revealed that almost all participants had favourable perceptions of translation learning strategies.

### 4.2.1 Students' perceptions of their involvement in translation learning strategies

#### 4.2.1.1 General opinion

The qualitative data from interviews with students was used to reaffirm the quantitative data of students' opinions on their *translation learning strategies* performance. All of the participants had some positive perceptions of their involvement in translation learning strategies.

The group of techniques utilized the most by students and was the least discussed of the six groups of strategies (metacognitive, affective, social, memory, cognitive, compensation). In accordance with the questionnaire answers, the students employed the memory approach the most and the affective, compensating strategies the least. The memory strategy was used the most by nine out of twenty students, with the majority claiming that remembering vocabulary and employing contextual phrasal verbs was quite helpful when translating. According to Student 1,

*"Of the six strategy groups, at my current level, I personally use the memory strategy the most because it allows me to understand the basic meaning of new vocabulary and can expand and translate the meaning of words in different contexts, because now is the time to acquire new vocabulary."*

Or Student 3 said,

*"I usually use the memory strategy because it's easy to use and I've been familiar with translation since the beginning."*

And Student 4 added,

*"The memory strategy helps my translation process become more fluent, I often record new structures and vocabulary, then memorize them to use in future translations."*

Or Student 7 mentioned,

*"Since compilation significantly relies on the memory approach. Therefore, I use them to achieve effective sentence structure."*

There are four answers in favour of social strategy, Student 8 explained,

*"I use social strategy the most. I use social knowledge to set up content in translation process. Besides, I find memorizing is also important element because I need to remember and understand all content in translation."*

Student 9 said,

*"I like to use a social approach in which I gather knowledge, learn, and read newspapers from many social domains in order to use them when practicing translation. I gain information, vocabulary, and translate for each scenario."*

And Student 10 expressed his ideas,

*"I like to use social strategy because I usually use my background knowledge to translate the information naturally."*

Student 11 pointed out her opinions,

*"I use social strategies the most because when translating a text, it takes a lot of social knowledge to apply and relate to the context. This strategy requires me to read a lot of books to use effectively."*

There were four responses regarding cognitive strategies, with the majority saying that recording, learning vocabulary, sentence structure, wording in books, and logical inference analysis. Typically, Student 12 said,

*"I use cognitive strategies the most because it helps me to reason effectively, analyse, evaluate, synthesize, and reorganize translation."*

The remainder stated that they employed metacognitive methods, which include how students generally approach problems as well as various ways they may use them. Excellent students understand how they think and can make educated decisions regarding effective techniques,

*"I use the metacognitive strategy the most because it helps me have a sense of translation and know how to plan my outline accordingly."*

There is also the opinion that a useful compensation strategy makes the translation process smoother, Student 8 said,

*"If the translation is more technical and difficult, I will apply cognitive and compensation for the translation."*

Few believe that emotive tactics are employed the least. According to Student 6,

*"The strategy that I use the least is effective because I don't let my emotion affect my translation"*

Besides, in addition to the comments from students that there is no need to add a new translation learning strategy, there are also suggestions for more websites to make learning translation easier and suitable application software for translation, Student 8 said,

*"We must carefully investigate and study six tactics, and we may think about time management strategies to manage time consistently during the translation process. Also, you should learn more about handy translation tools, such as GPT Chat, Google Translate, Microsoft Translator, and ilovetranslation."*

#### **4.2.1.3 The necessity of combining multiple translation learning strategies in the translation process**

The combination of many translation learning strategies is shown in the responses, most of which argue that the translation process cannot apply only one strategy, so combining many strategies and applying them at an advanced level. high to contribute to being highly applicable to many situations. Student 1 said,

*"I often use the memory strategy, which combines new and known information from the compensation strategy to guess the meaning of new words based on context."*

And the response from Student 2 contains typical opinions was,

*"The most used strategy is memory because it is the basic strategy that helps to expand my foreign language skills. Cognitive strategy is the second strategy that I find myself taking advantage of a lot, this strategy helps me to reason and analyse faster, thereby completing the translation in a shorter time. The metacognitive strategy is the one I appreciate the most, but it requires a lot of knowledge so I rarely use it."*

Or Student 4 emphasized,

*"I often combine multiple strategies in the translation process. I use the memory strategy to remember the learned vocabulary structure to apply to the next translation, and I also*

*share my translation with my classmates to correct mistakes and give suggestions for better work. In addition, I use cognitive strategies to communicate and improve translation skills naturally"*

And the response from Student 8 was,

*"I think I use learning strategies in an average and high level on different scenes of translation. For me, memory and social are basic factors I use first to translate. If the translation is more technical and difficult, I will apply cognitive and compensation for the translation."*

And Student 9 posed her ideas,

*"I combine social and memory strategies often when translating. Whenever I practice translation, when I have new words, I usually take notes and try to memorize new words. This is the strategy I feel is the easiest to implement and highly effective, giving a lot of time to absorb knowledge."*

And Student 10 said,

*"Using diverse learning strategies in process of translation have high level, because it helps me control and develop translation skill and can organize translation plan effectively."*

Student 11 stated,

*"I like to use many strategies to learn translation at a high level because it helps me focus more on the translation process, while promoting thinking and awareness when dealing with specialized documents."*

And the response from Student 15 emphasized the use of purpose-specific strategies according to the required skills,

*"Depending on the purpose, for example, I want to learn more vocabulary, use the compensation strategy. Improve listening skills using affective strategies, while speaking skills use cognitive and social strategies."*

#### **4.2.1.4 Students' perceptions of prioritizing using the target language in foreign language learning, especially in translation practice modules**

Moreover, besides the learning strategies for translation, participants perceived the necessity of using the target language in translation. The majority of students gave positive feedback with the idea that the target language is preferred in foreign language learning, especially in

the translation modules. Most of the responses from participants were covered in Student 10's answer,

*"Prioritizing using the target language in foreign language learning is one of the best ways to help student improve vocabularies and enhance the skill of choosing words. That helps students form a pre-existing mind-set about the target language. Besides, it helps translators to be sharp in thinking and know how to optimize the use of the target language, avoiding unnecessary mistakes."*

Student 15, Student 1, Student 7, Student 4 and Student 3 pointed out specifically that prioritizing the use of the target language is very beneficial for learning translation, which is evident to form learners' sharp thinking.

Student 15 answered,

*"The purpose of translation or interpretation is for the listener to understand and grasp the speaker's message. So, it's natural to prioritize using the target language."*

Student 1 stated,

*"Personally, I very much agree with this, especially in translation because many students need an environment to apply their knowledge of English regularly to improve their understanding and memorization of the structure."*

Student 7 expressed,

*"Since the target language is different from the source language in terms of usage, culture and context, it is important to prioritize learning the target language."*

Student 4 posed,

*"I think this is a very good thing to do because it helps us practice our skills in using the target language, increasing our reflexes and this helps in the practice of translation."*

Student 3 pointed out,

*"This is unquestionably essential at the Faculty of Foreign Languages, as well as for students studying Translation and Interpretation. Prioritizing the usage of the target language improves students' practice and assists students in progressively developing the habit of using the language to become more proficient."*

From what was presented earlier, it can be concluded that the participants had a positive attitude toward prioritizing using the target language in foreign language learning,

especially in the translation practice module and they contributed actively to learning translation. They also can improve practice using the language, helping students gradually build the habit of using the language to become more fluent.

#### **4.2.1.5 Challenges during the translation process and how students overcome them**

When asked about difficulties in the translation process to see learners' reactions in situations, they tend to attribute it largely to the lack of vocabulary and social knowledge to find words in the right context could lead to the sentence being interrupted, not knowing how to express the sentence well to fully convey the author's message. Student 11 insisted that,

*"I have difficulty choosing the right vocabulary for the right context when translating because I have little social knowledge in that area. My reaction was to be quite calm to try to figure out the different meanings of words."*

And Student 15 was also in support of this,

*"Most often, we don't know in that context, what meaning should be used, so that when combined they make sense. In that case, I usually write down all the possible meanings of the words. Then translate the next part and then go back to choosing the word, because the next 70% will help remove the irrelevant meaning."*

Student 7 added,

*"I often use the wrong type of word when translating, especially adjectives and nouns of many difficult words."*

Student 3 expressed,

*"I am not too afraid of the challenges of learning translation because it is a language related subject and requires a long process of accumulation of knowledge."*

An equally important challenge in translation is specialized terminology and topics of little interest in Vietnam, Student 1 said,

*"During the translation process, encounters with specialized terms cannot be avoided. To translate these terms correctly requires a solid and extensive knowledge. Faced with a case like this, I would look for specialized texts or reputable sources that have translated the terms for reference."*

Student 2 stated,

*"I have to say that translating terms that are not in Vietnamese and topics that are of little interest in Vietnam make it much more difficult for me."*

In the new vocabulary translation learning strategy for specialized modules, the words and phrases that take a long time for learners to memorize are listed below, Student 17 posed,

*"During the process of learning to translate journalism, there are some phrases that are very confusing for me: remuneration policies, unpredictable decision-making."*

Student 8 said,

*"Prerequisite, credential, reservoir."*

Student 17 added,

*"During the process of learning to translate journalism, there are some phrases that are very confusing for me: remuneration policies, unpredictable decision-making."*

Student 16 expressed,

*"Root out corruption, cut red tape, circuit breallen, predecessor."*

*"During the process of learning compiling environments, there were some phrases that were very confusing for me: catastrophe, desertification."*

Student 15 also added,

*"...make up, make of, set up, parameter, amblyopia."*

Student 11 voiced out,

*"...supercali fragilis ticexpicilidocious."*

Student 20 added,

*"...make up, make of, set up, parameter, amblyopia."*

Student 9 said,

*"accumulation of far, one thing led to the next, carbon footprint, bill of exchange."*

At the same time, participants also gave many ideas to contribute to improving translation difficulties, often favouring the aspect of improving vocabulary by reading more. And Interviewee 11 was also in support of this,

*"I overcome by reading different books and documents on social media to gain more knowledge."*

Student 7 said,

*"I overcome it by reading different books and materials on social media to gain more knowledge."*

Student 4 expressed,

*"I learn a lot of vocabulary about different fields, read books and watch useful YouTube videos to enrich my cultural knowledge."*

Student 3 said,

*"If there are obstacles, I will spend time researching and learning more about the problem in terms of which I am still limited to quickly fix the problem."*

Student 14 posed,

*"I often write my own sentences without the order in English. I will practice writing sentences in the correct order."*

As the general opinions given above, most students find it difficult to translate because of the lack of vocabulary, contextual words and specialized terms that have never been translated in the country, so it is necessary to improve translation skill through books, documents, social networks. Students need to do more research in different fields to increase their understanding.

Based on their involvement in translation learning strategies, students had positive attitudes toward the use of translation learning strategies, the essentials of translation learning strategies, and the difficulties of learning strategies they faced in translation. They also expressed an interest in translation learning methodologies compared to traditional learning.

### **4.3 Discussions**

#### **4.3.1 Students' perceptions of translation learning strategies**

An investigation of students' perceptions of their involvement in translation learning strategies was conducted in section 2 of the questionnaire. There were six (6) learning strategies discovered in this study. Those were (1) memory, (2) cognitive, (3) metacognitive,



(4) affective, (5) compensation, and (6) social. The data from questionnaires and student interviews were in the consistence that students all had a positive attitude toward their involvement in translation learning strategies.

When asked about their impressions of translation learning methodologies, respondents first indicated a positive attitude and acknowledged the necessary role of six learning strategies in translation. In the interview, the majority of students said that the memory strategy took the most part when they translated, because it was more about contextual vocabulary, grammar and semantics. In addition to prioritizing the use of one strategy in the translation process, students believe that it is necessary to combine strategies together. Especially for highly specialized texts, using a single strategy can be somewhat rigid.

Students emphasized the importance of prioritizing the target language in the process of cultivating translation skills, the main point being that using a language regularly contributes to improving the communication ability of the language. The use of social networks as well as translation support software also contributes essential to each individual, as long as it is used intelligently and selectively.

The SILL questionnaire revealed how frequently individuals in the study used six different strategy categories (memory, cognitive, compensatory, metacognitive, affective, and social strategies). According to the findings, the research participants most frequently have a positive attitude toward metacognitive strategies. Among the eleven items included in this group, most of them prove a high frequency of usage (above 3.5 on the Likert scale). The highest frequency ( $M = 4.08$ ) was established for the metacognitive strategy I look for opportunities to read as much as possible in English. There is an interesting opinion regarding metacognitive strategies. Metacognitive methods and independent learning, as stated by Ajideh (2009), are crucial for both learning and teaching ESP.

The following metacognitive strategy ( $M = 3.53$ ) was determined to have an extremely low usage frequency among the pupils studied: *I learned many types of documents such as application forms on different topics in society through the course of office translation*. Partly because the scope of access to professional contract documents is not much during the learning process. It is advised that ESP instructors encourage their students to adopt these methods because they form a set of higher-order mental strategies that can aid increase students' language ability. Metacognitive strategies are in charge of seeking opportunities to practice the new language; they also demand specific attention because the arithmetic mean obtained for them was very low.

The next group of strategies in terms of frequency are compensation strategies ( $M = 4.02$ ). Many of them had a frequency higher than 3.50 on the Likert scale, there are the top five:

*"I use synonym when I can't think of a word in my texts ( $M=4.33$ ), I notice my English mistakes and use that information to help me write better ( $M=4.20$ ), When I can't think of a word during a conversation in English, I guess by the situation, helping to get the real one in a specific text before translation ( $M=4.26$ ), I put myself in the position of the narrator to convey their ideas perfectly ( $M=4.09$ )."*

Their true benefit to English learning and success in General English or ESP. McDonough (1995) specifically emphasizes his skepticism about the potential of learning new collocations and phrases, as well as disclosing the meaning of unknown expressions, using compensating mechanisms.

Next is Affective strategies ( $M = 89$ ), the participants responded that there are three of those items at a peak: I try to relax by listening to music and watching movies in English ( $M = 4.33$ ), I encourage myself to speak English even if I am afraid of making mistakes ( $M = 4.19$ ), I learned the necessary lessons to avoid making mistakes when translating with Google translate and online translation sites ( $M = 4.17$ ).

The affective strategies are significantly assisting students in feeling comfortable and less pressurized in situations such as giving a presentation in front of their colleagues in Translation classes. The same is true when students are required to present arguments while discussing themes discussed in articles contained in course materials or supplement material.

About memory strategies ( $M=3.86$ ), three of them were used by the students. They include the following:

*"I learned new vocabulary from the courses of Translation in general and in particular in each area of knowledge such as Journalism, Restaurant-hotel, Tourism, Film, etc ( $M = 4.22$ ), I watch English language TV shows spoken in English or go to movies spoken in to practice speaking English, helping more words towards translation ( $M = 4.20$ ), and I practice my reflexes by practicing speaking English right in class, especially from Advanced Translation ( $M = 4.0$ )."*

Oxford (1990) stated that the ability of language students to apply metacognitive and affective strategies simultaneously is a prerequisite for greater effectiveness in the application of memory procedures. She emphasized that the metacognitive method assisted students in focusing, while the affective strategy assisted them in reducing anxiety through deep breathing.

According to teaching methodology standards, this apparently resulted in a low frequency of use of cognitive methods such as taking notes and writing summaries. Furthermore, ESP teachers must deal with Generation Y or Millennials in their language sessions. This generation is extremely reliant on media and technological devices, which may have affected their learning practices in English classrooms. Taking notes, summarizing, and highlighting, on the other hand, are structure-generating methods, according to Oxford (1990), and they are vitally essential for better comprehension and utilization of a foreign language. The use of the method that involves looking for patterns is constantly emphasized in Translation lessons through different vocabulary tasks, comprehension of text through reading and listening activities, and other assignments that include collocation practice. However, this technique necessitates pupils' cognitive maturity and ability to learn new linguistic patterns. It is difficult to improve the use of this method unless students are willing to invest more in attaining more independence in the process of learning a language. As a result, the greater employment frequency of this method was not met.

Based on the descriptive statistics data, we could deduce that social and cognitive strategies are not commonly adopted by learners in research. Only three social strategies show a high frequency of use (above 3.5):

*"I ask the teacher to let me listen slowly or listen again if I don't understand (M = 3.94). I asked the teacher to introduce me to specialized English readings outside of the current curriculum (M = 3.79). I asked my friend to correct my listening exercises (M = 3.72)."*

Social and cognitive techniques are particularly valuable tools in the field of translation since they can ease any sort of conversation and, in the end, should lead to a successful outcome of any language activity such as negotiation, discussion in the context of meetings, and so on. This relates to one of the key learning objectives in translation classes, which is to improve students' communication skills in the context of real-life job situations.

#### **4.3.2 Extent of students' involvement in translation learning strategies**

According to Chamot (2004), most of our research participants are not strategic learners, who have metacognitive information about their cognitive capacity and learning approaches. They fully comprehend what they are expected to perform for a certain language assignment. They can control the learning tactics that will help them attain the learning goal while also satisfying their learning style. We would have found more statistically favorable relationships between groups of learning techniques and English performance if the bulk of them were strategic learners. Our findings suggest that students of translation might benefit from more direct strategy instruction. As a result, ESP teachers must aim to encourage students to employ learning methodologies more successfully. Continuous feedback from ESP teachers might improve the effectiveness of learning processes. It should contain extensive guidance on how to employ increasingly difficult and profound metacognitive and cognitive techniques. The latter are especially important since they empower students to take charge of their learning and analyze their progress.

One of the major aims of this study was to determine the extent to which learning strategies have an impact on students' involvement in translation. From the short review above, key findings emerged that learning strategies utilized in translation have an influence on students' engagement ( $M = 3.78$ ;  $SD = .639$ ). Among six (6) learning strategies in this current study, metacognitive strategies frequently attracted students' involvement. Students quite understood the translation process better by learning the course on Translation Theory and then absorbing the information I read from Basic Translation to apply in writing skills and they aware of the strengths and weaknesses of their subject-specific writing skills from the lessons learned from the compilation course.

In contrast, the extent to which students got involved in social strategies was marginal. It can be explained that most students rarely had performances as asked questions by writing English messages to teachers or friends and then translating their answers, or asking the teacher to introduce specialized English readings outside of the current curriculum one more thing included participating in the specialized English club to improve writing skills. One

main reason for that situation is their lack of time to participate in study activities outside the class, working a part-time job, or spending time doing their favourite thing is determined.

Regardless of recognizing that memory English learning strategies are considered a sub-category of cognitive English learning strategies by some researchers (Dörnyei, 2005), the section of the questionnaire containing learning strategy items was divided into six sections: memory, cognitive, compensation, metacognitive, affective, and social.

According to the findings, these students mostly employ Compensation ( $M = 3.99$ ) and Metacognitive ( $M = 3.93$ ) strategies for learning. They also make use of Affective ( $M = 3.79$ ), Memory ( $M = 3.78$ ), and Cognitive ( $M = 3.60$ ) learning strategy to lessen their effectiveness. In terms of Social ( $M = 3.45$ ) learning techniques, it may be claimed that the students use them ineffectively.

The SD loads range of Compensation from .657 to .927. The component measures the extent to which these learners employ strategies such as guessing from circumstances in listening and reading; utilizing synonyms and "explaining round" the missing word to enhance speaking and writing, and employing gestures or just pausing words purely for speaking.

Metacognitive strategy elements load strongly from .708 to .808. The variable illustrates these learners' characteristics in the form of strategies such as determining personal learning style values and needs, planning for a task, assembling and arranging materials, setting up an educational environment and a routine, observing mistakes, and assessing achievement of tasks and individual educational accomplishments. The SD elements' values varied from .713 to 2.240 in terms of affective strategies. The component refers to how often these students express their emotions and encourage themselves to high achievement.

The SD of the memory strategy items varies from .636 to .873. The component describes the mental connections formed by these students in order to retain vocabulary and retrieve words when communication is required. The number of cognitive strategies that have goods ranges significantly from .819 to 1.032. This factor reflects the ways in which these students engage with language, which include logical thinking, note-taking, analysis, synthesizing, summarizing, outlining, restructuring information for the development of stronger frameworks of knowledge, performing in natural circumstances, and formally executing sounds and structures.

The social strategy pieces range from .849 to 1.074. The component measures the number of questions answered by students for confirmation, explanation of a challenging issue, and assistance with completing a language activity, as well as conversing with a native-speaking dialogue partner and investigating social and cultural norms.

### 4.3.3 Cross-tabulation

Through the results of the cross-tables, it is emphasized that students have a positive view of learning strategies in translation. Since then, positive perceptions affect students' practice, as it is known that if students have a good perception of a learning strategy, then they will practice that learning strategy well. Contrary to learning strategies that students don't use often, they tend not to apply them in translation.

#### 4.3.4 Correlation

The Chi-square first revealed that there was a medium positive correlation between the two portions, with six clusters in each. Some survey questions, in specific, pressed about medium and weak relationships.

To summarize, the impact is directly proportional to students' perspectives of their involvement to the extent of learning strategies on students' involvement, which explains that the higher perception of students achieves, the more positive impacts of learning strategies in translation they perceive.

### 5. Conclusions

#### 5.1 Conclusion

The outcomes shed fresh perspectives on existing translation learning methods in an EFL classroom setting for the issue under consideration. The translation is unquestionably crucial in the EFL curriculum and language instruction. This perspective identifies translation as an important mode of expression for language learning is identified as an important mode of expression for language learning in this perspective. Translation learning methodologies allow students to approach translation in a variety of ways. When learning translation outside of a framework, the application of translation learning strategies to translation themes distinguishes this method from the typical translation course. As a result of this disparity, translation learning methodologies in learning translation should be investigated to determine how they affect EFL students.

Oxford (1990) assessed the use of foreign language learning strategies on three levels: 3.5 – 5.0 (high level of use); 2.5 – 3.4 (moderate); 1.0 – 2.4 (low level). Based on the research results, the author found that students use the strategy at a high level ( $M > 3.50$ ), most students tend to have a positive attitude towards metacognitive strategies and use compensation strategies in their own translation learning process, so English teachers can use this vantage point to develop students' language ability, create interest in translation learning, and help them make their own plans as well as adjust and evaluate their own learning process. In addition, students take advantage of their strengths in the ability to speculate according to the context, learn the appropriate culture and background when translating text, and use synonyms to improve their translation skills.

The results of the first research question show that the metacognitive strategy is the most used by students, and the results are also consistent with the studies of Hong-Nam and Leavell (2006) on 55 English learners such as: second language at South-western University, and Psaltou-Joycey (2010) of 516 Greek students studying English as a foreign language. Thus, it shows that (i) students have enough awareness in arranging and evaluating their own learning process, especially in translation subjects. The reason may be that the subjects are aware that English plays an important role for future orientations, so they are working hard to improve this second foreign language. Indeed, according to Βοεττού (2011), this awareness will help learners think positively about their own language learning progress, set goals for personal development, plan learning, and find ways to improve their language skills. practice

English and self-assess. This means that (ii) the practical ability of the language in translation develops in a positive way, when you learn what you like and have positive thoughts, your thoughts will go with your actions, improving translation skills in a positive direction.

On the other hand, the level of students using cognitive strategies and social strategies is low, the reason is that students see language learning as a subject instead of a tool for effective communication (Bοεττού, 2011), similar to applying translation learning strategies in a dry way, teachers need to encourage and create many practical opportunities for learners to use their own language so that they can love learning a foreign language. The students' ability to use foreign languages is raised to a new level. In addition, since these strategies require language learners to transmit and receive messages, use available learning resources, and practice language skills (Bοεττού, 2011), it is possible for learners at the primary level not confident in using the strategy, leading to the lowest level of cognitive strategy use. This can be explained because (iii) students are still unfamiliar with the environment, are not confident to communicate in front of many people, lack foreign language ability, and are not guided to use the right strategy, so they lack self-confidence. confidence in using language and applying strategies to their own learning.

## 5.2 Pedagogical implications

The findings of the present research could have some implications. EFL teachers should convey this idea to their students since it is critical for students to grasp the necessity of adopting language learning strategies in the process of translation learning.

As a result, teachers should assist students in developing and becoming more conscious of language acquisition practices. The importance placed on translation learning strategies and teaching students in those strategies that they lack. Teachers should consider how to provide translation instructional materials to less successful students. This should be accomplished by making students aware of the need for them to become autonomous learners by identifying the strategies they have and those they lack. The focus of the learner should also be directed toward the tactics that successful learners use. EFL teachers should have students use a variety of translation learning processes, ranging from cognitive and metacognitive to social. Students may differ in terms of which tactics they find more beneficial and employ more frequently, therefore teachers should keep this in mind. Thus, teachers may need to first assess students' beliefs about translation learning strategies before attempting to assist them in gradually recognize the importance of alternative types of strategies.

There is one more reason for a different approach to organizing translation classes, which would involve a minimal amount of guidance on the application of learning strategies, due to the scope of the curriculum for the course, as well as the number of students in each class and the truth that teachers must deal with students of various abilities classes. However, because students in translation courses will need to improve their skills, special attention should be paid to social and affective strategies, which include tools designed to improve how well students are able to gain knowledge through engaging with others and to improve their ability to become comfortable and proficient. As a result, it is reasonable to argue that students are unaware of the benefits of learning techniques. As a result of our findings, ESP teachers

will need to provide more student-friendly guidance on how to apply various learning tactics effectively in ESP lessons. It will necessitate a significant reorganization of at least a certain number of classes given by teachers in translation courses, or in any other ESP courses for that matter, in the specific tertiary study programs.

The study findings interpreted in this work should help us get a better understanding of the process of learning English, particularly translation, and of variables that might aid students' success in that process. They should improve our knowledge of the relationship between cognitive elements, in this case, language learning methodologies, and student effectiveness in both perception and practice of translation. The findings of our study demonstrate a favourable link solely between cognitive methods and EFL success. It should be emphasized once more that the findings of the descriptive statistics revealed that the assessed students frequently used learning strategies. However, they were unable to capitalize on this. One of the assumptions is that people employ strategies for learning that are incompatible with their studying styles. Another important component of the study is that the majority of the research participants were only beginning to learn how to translate, which most likely influenced the outcomes they achieved in the exam. This necessitates that students be open to a broader range of learning methods that they will continue to employ in the future. It also implies that students and teachers should not be afraid to try out new combinations of learning methodologies. It will undoubtedly include a greater frequency of use of more challenging cognitive, metacognitive, affective, and social methods.

According to the findings of this study, some students do not employ learning strategies for translation despite the fact that they are aware of their availability. However, a few students indicated that they were unaware of language learning strategies. Students will be willing to use strategies in their translation learning process once they are aware of the benefits. As well as, raising awareness of the advantages of language learning practices may assist students at various language levels, particularly those with little language ability, in becoming more adept. Various combinations of learning methodologies should result in a greater understanding and command of the English language. The interpreted results, concepts, and suggestions offered in the study are designed to motivate ESP educators to think further about the issues examined in order to gather additional beneficial knowledge related to this field of foreign learning and teaching languages.

### **5.3 Limitations**

This study was conducted to examine students' perceptions toward their translation learning strategies and to determine the extent to which students participated in translation learning strategies. Admittedly, the researcher is unable to avoid some flaws during the research process. The following were the study's unavoidable limitations:

This study only took a small number of members in a large group of the Department of English Language and Culture. Although the participants are just enough and belong to three majors, the number is not too large for a faculty-level study.

The other limitation is that, due to time constraints, the findings of this study can only assist students in subsequent courses. The research was completed when students diligently

completed the courses. As a result, the current participants do not benefit from the findings of this study.

#### **5.4 Recommendations for further research**

Due to the aforementioned limitations, further scholars may have new study aspects with multiple views based on the following suggestions:

Although the participant population of this study included students from three branches of School of Foreign Languages of the Department of English Language and Culture, the number of participants was not much compared to the faculty-level research project. Therefore, it is necessary to expand the populations for further studies on this topic, as well as compare the two sexes participating in the study. The scope of future research should include learning strategies in other subjects so that other aspects of learning strategies can be discovered. Apart from the translation subjects, there are still many subjects with teacher-centered approaches, that being the case, those courses need innovation through translation learning strategies.

To reinforce the findings of the study, additional tools for teacher interviews and classroom observations should be added. The last recommendation for further research is that future studies should be conducted at the beginning of the school year so that participants can gain some benefits from the findings of the study.

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#### **Conflict of Interest Statement**

The author declares no conflicts of interest.

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