PalArch's Journal of Archaeology
of Egypt / Egyptology

THE EFFECTIVENESS OF COMPENSATION STRATEGIES FOR DEVELOPING SOME MEDIA TRANSLATION SKILLS FOR EDUCATIONAL MEDIA STUDENTS AT THE FACULTY OF SPECIFIC EDUCATION

Prepared by

Mona Fareed mohamed Ragab

An English Languge Teacher

*e-mail: nonanona0811@gmail.com

Supervised by

Dr. Azza Hamdy El-Marsafy	**Dr. Amal Mansour Abdu-Allah**
Prof. of Curricula & Instruction (TEFL)	**Lecturer of Curricula & Instruction (TEFL)**
Faculty of Education	**Faculty of Education**
Zagazig University	**Zagazig University**

2020/2021

Abstract:

This study aims at investigating utilizing compensation strategies for developing some media translation skills among freshmen at the Faculty of Specific Education. The study adopted the quasi-experimental design. The 40 participants of the study were freshmen enrolled in the Faculty of Specific Education, Zagazig University in the academic year 2019/2020. They were randomly divided into two groups: a treatment group and a non- treatment group, with 20 participants in each. Treatment group students were taught using compensation strategies, whereas the non-treatment group received a regular instruction. A media translation test was designed to be the instrument of the study. The test was pre- and post- administered to both groups. It was found that the treatment group's results outperformed that of the non-treatment group. Results of the study indicated that compensation strategies have a positive effect on improving some media translation skills.

Keywords: Media translation skills, compensation strategies,

Introduction

One of the oldest sciences that human beings need is translation which is considered a linguistic product from one language to another. Translation is an art as it requires a talent to reconstruct the original text to the form of the product. In order to convey a message, the wording system and forms of given language (the source language) are changed into these of another language (the target language). This process of change is called translation.

Esfandiari et al. (2015) stated that translation is not a sub-discipline of applied linguistics where translation studies are also defined as inter-disciplines influenced by other associated disciplines, such as linguistics, psychology, socio-linguistics, cultural studies, media studies, information technology, and anthropology. Munday (2012) defined the process of translation as involving the translator into changing the source text (ST) of the original verbal language into the target text (TT) of a different verbal language. Sa'edi (2004) pointed out that translation is the process of establishing correspondence between the ST and TT. This process aims at passing on an understanding to people in their own language while creating the same impact of the original text.

Filep (2009) examined challenges of the translation process and its strategies. He believes that, translators should familiarize themselves with different translation strategies. Translators usually meet challenges regarding finding equivalences in translating unfamiliar lexicons and expressions. He added that they should deconstruct meanings of geographical names and politically loaded expressions in order to show the sensitivity of both ST and TT.

Madkour (2016) investigated translation problems encountered by English graduate students at the College of Languages and Translation IMAMU University, Saudi Arabia. The 125 participants of the study had theoretical and practical courses on translation and linguistics. Instruments included both a questionnaire and interviews. Results revealed that students had problems due to using traditional teaching methods that were based on giving lectures and direct instructions.

Taheri and. Davoudi (2016) stated that both terms compensation strategies and communication strategies have the same meaning and refer to the same concept. They added that language users utilize these strategies to express an intended meaning when they lack the adequate linguistic forms needed for the translation. Compensation strategies could be used by EFL teachers to help learners enhance their translation skills. Oxford (1990, p.47) defines compensation strategies as those that "enable learners to use the new language for either comprehension or production despite limitation in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary".

Abdesslem (1996) argues that highly motivated students become wary of classrooms that tend to focus too much on form instead of enabling them to interact in the target language. In addition, low-motivated students can become more motivated through successful experiences interacting in the target language. Thus, teaching students compensation strategies can increase their motivation and potential for improving their learning. Furthermore, Kim and Margolis (2000) state that effective deployment can enrich the student experience of meaningful communication, thereby boosting self–confidence and self–efficacy. Compensation strategies are important skills to teach, as well as for effective communication ability in the target language.

Pasumbu and Macora (2020) mentioned that compensation strategies for reading comprehension are used to compensate for a lack of appropriate vocabulary. For instance, if learners do not know the meaning of some new words in a text, they use the surrounding sentence and the context of the text to get the point or meaning. Learners use compensation strategies for comprehending the target language, when they have insufficient knowledge of the target language.

(Oxford, 2001 cited in Msuya, 2016) stated that compensation strategies are set of strategies involve guessing, using synonyms, using gestures and pause words, etc. in order to compensate for missing information/ knowledge, especially in oral interactions. Rababah and Bulut (2008) investigated the compensatory strategies used in the oral discourse of second year students studying Arabic as a second language in the Arabic Language Institute at King Saud University in Riyadh, Saudi Arabia. They found that participants used a range of compensatory strategies in their oral production using the target language.

A study conducted by Tse (2011) to compare language strategies used by secondary and university students in Hong Kong revealed that grades 12-13 students used memory strategies (medium use), while first year university students adopt compensation strategies (medium use) in learning English. Moreover, Margolis (2001) tried to prepare an empirical foundation of learner strategies to compensate for missing knowledge or deficiencies in listening and speaking ability. Results revealed that learners most often use the strategy of getting help by asking for more information or confirmation compared to other strategies. The second most utilized strategy was making guesses. A range of other strategies including coining words, synonyms and antonyms, using gestures and mime, etc., were the least observed strategies.

Tajeddin and Alemi's study (2010), as one the studies specifically focused on compensation strategies, addressed high and low proficient students' preferences for two compensation strategies: compensating and guessing the missing knowledge and the sources of both of them. Authors concluded that there was a progression from the use of L1 and avoidance-based strategies to the use of L2 and

guessing- based strategies. This arose from proficient learners' movement beyond the threshold level to capitalize on linguistic clues, guesses, and general L2-based resources to compensate for deficiency in a particular area. Moreover, Abd El Khaleq (2018) examined the use of compensation strategies for overcoming EFL young learners' oral communication difficulties. Results of the study confirmed the improvement of learners' oral performance using the compensation strategies.

Context of Problem

The researcher conducted a pilot study to check freshmen's media translation skills. Thus, she administered a media translation test to a group of 20 freshmen enrolled in the Faculty of Specific Education, Zagazig University.

The pilot study showed that these students have some difficulties in media translation skills. Results revealed that educational media freshmen suffer from some problems at media translation skills.

Table (1) Pilot Study Results of Media Translation Test

No.	Skills	Percentage
1.	Guessing the meaning of the unfamiliar words from the context.	40%
2.	Identifying the proper meaning of idioms and phrasal verbs.	26%
3.	Searching Arabic/ English dictionaries to identify meaning in English.	20%
4.	Searching English/ Arabic dictionaries to identify meaning in Arabic.	23%
5.	Looking for the proper terms of each field.	26%
6.	Identifying different parts of speech.	13%
7.	Looking for the proper abbreviations of each field (EFL, PM, UN).	33%
8.	Identifying the proper tense.	20%
9.	Identifying subject/verb agreement.	22%
10.	Identifying direct and indirect speech.	15%
11.	Differentiating between facts and opinions.	35%
12.	Identifying the type of the written text to be translated; educational, political, scientific, etc.	34%
13.	Differentiating between main and supporting ideas.	24%
14.	Identifying the proper sense of the word which is related to the context from different synonyms that.	36%

The problem of the study could be presented in this main question:

What is the Effect of Utilizing Compensation Strategies for Developing Some Media Translation Skills for Educational Media Students at the Faculty of Specific Education?

This main question could be sub-divided into the following questions

1. What are the media translation skills suitable for freshmen at the Faculty of Specific Education, Zagazig University?
2. To what extent do those students successfully perform these skills?
3. How compensation strategies could be used to enhance freshmen's media translation skills?

Significance of Study

This study could be significant to each of:

1. EFL learners as it could help them to improve their performance of translation skills.
2. EFL teachers as it might provide them with a list of some media translation skills and some suitable compensation strategies that could help them develop their students' translation skills. It also provides them with practical procedures to improve their teaching of translation.

Purpose of the Study

The current study aims at improving media translation skills of educational freshmen at the Faculty of Specific Education, Zagazig University using compensation strategies.

Delimitations of the Study

This study is delimited to:

1. A group of 20 educational media freshmen at the Faculty of Specific Education, Zagazig University,
2. Media translation skills; the ones representing a challenge to the participants of the study,
3. Compensation strategies,
4. The second term of the academic year of 2019/2020.
   Hypotheses of the Study
   It was hypothesized that:

1. There is statistically significant difference between the mean scores of the treatment group and the non-treatment group's post- media translation test, favoring the treatment group's results.
2. There is statistically significant difference between the mean scores of the treatment group's pre-post media translation test, favoring the post-test's results.

3. Compensation strategies are effective in developing media translation skills for Educational Media students at the Faculty of Specific Education.

Procedures of the Study

The current study was conducted according to the following procedures:

1. Reviewing the pertinent literature and previous studies related to translation skills and compensation strategies.
2. Preparing a media translation checklist and submitting it to the jury members to gauge its validity.
3. Designing both media translation test and rubric and submitting them to the jurors.
4. Deciding the participants of the study out of EFL freshmen, Department of Mass Media, Faculty of Specific Education, Zagazig University and randomly dividing them into two groups: a treatment group and a non-treatment group.
5. Pre-administering the media translation test to both groups in order to identify the participants' pre-academic level.
6. Teaching the treatment group using the chosen compensation strategies and the non-treatment group using regular instruction.
7. Post- administering the media translation test to both groups.
8. Comparing results of media translation tests administered to both groups using statistical analysis.
9. Interpreting and discussing the obtained results.
10. Drawing conclusion, specifying recommendations and providing suggestions for further research.

Results of the Study

As the results showed that the improvement of the treatment group's performance could be attributed to many reasons related to compensation strategies. Providing students with a variety of activities through these strategies, changing the method of teaching, dividing the roles among students to improve their media translation skills gave them the opportunity to interact with each other and to react to the material presented to them.

Through this interaction, they created cooperative environment in which less emphasis was placed on transmitting information from the teacher and more on the students. So the compensation strategy adopted throughout the study and the teaching strategies helped the students go through several steps .

During the experimentation, it was noticed that the participants have a positive attitude to media translation and towards compensation strategy. For students, the activities changed the way they feel about media translation skills increased their motivation and involvement and improved their media translation performance.

Throughout the teaching sessions, it was noticed that participants have a positive attitude towards compensation strategies. For students, media translation activities changed the way they feel about media translation skills, increased their motivation and involvement, and improved their translation performance.

The procedures of the study

To prove the homogeneity between the experimental and control groups in media translation before the experimentation, the media translation tests were pre administered to both groups in the first semester of the academic year 2019-2020. They were equivalent before carrying out the experiment .

Results of the study

The results of the study are presented in the order of the hypotheses of the study:

Hypothesis one:

It was hypothesized that "There is statistically significant difference between the mean scores of the treatment group and the non-treatment group's post- media translation test, favoring the treatment group's results".

The results of the pre-post administrations of the media translation test were analyzed statistically for the experimental group. t.test was used for paired-samples to identify the differences between the mean scores of the experimental group on the pre - post administrations of the media translation skills test as shown in table 1.

Group	Number of Participants	Mean Scores	Standard Deviation	t-Value	df
Treatment group	20	46.25	3.67	38.7	19
Non-treatment group	20	34.30	3.92		

As indicated in table (1), there was a statistically significant difference between the treatment and the non-treatment groups in favor of the former in the post-administration of media translation test. The mean scores of the treatment group are higher than that of

the non-treatment one as t- value 38.7 with significance (0,05). This value is not significant. Thus, the first hypothesis is confirmed.

Hypothesis two:

"There is statistically significant difference between the mean scores of the treatment group's pre-post media translation test, favoring the post-test's results". Paired samples t-test was used to examine this hypothesis as shown in Table 2.

Table (2) Comparing the results of treatment group's pre -post media translation tests.

Test	Number of Participants	Mean Scores	Standard Deviation	Df	t-Value
Pre- test	20	23.85	3.47	19	19.99
Post-test	20	46.25	3.67		

As indicates in table (2), there was a statistically significant difference between the pre-post media translation tests of the treatment group in favor of the later. Mean scores of the post-test are higher than that of the pre- test as t-value is 19.99 which is significant at 0.05. Thus, the second hypothesis is verified.

Hypothesis Three:

"Compensation strategies are effective in developing media translation skills for Educational Media students at the Faculty of Specific Education". Cohen's equation was used to examine this hypothesis as shown in Table (3).

Table (3): Cohen's equation comparing the treatment group's pre-post media translation tests.

Test	Number of Participants	Mean Scores	Standard Deviation	t. value	df	Effect size
Pre- test	20	23.85	3.47	19.99	19	0.76
Post- test	20	46.25	3.67			

As indicates in table (3), the final value of Cohen's equation for the treatment group comparing pre- post media translation tests is 0.76 which is significant at 0.05. Thus, it has been concluded that compensation strategies have a positive effect on developing media translation skills for educational media students at the Faculty of Specific Education. Thus, the third hypothesis is accepted.

References

Abd El Khaleq (2018). *Compensation strategies for overcoming EFL young learners' oral communication difficulties.* [Unpublished master's thesis, Faculty of Education, Fayoum University].

Abdesslem, H. (1996). Communication strategies or discourse strategies in foreign language performance. *International Review of Applied Linguistics in Language Teaching, 34*(1), 49-62. https://www.researchgate.net/profile/Habib_Abdesslem3/publication/234598738_Communication_Strategies_or_Discourse_Strategies_in_Foreign_Language_Performance/links/5c7cbf74458515831f813194/Communication-Strategies-or-Discourse-Strategies-in-Foreign-Language-Performance.pdf

Esfandiari, Mohammad R., Tengku Sepora and Tengku Mahadi (2015) "Translation Competence: Aging Towards Modern Views", Procedia – Social and Behavioral Sciences 192: 44–53.https://www.researchgate.net/profile/Tengku_Sepora/publication/282555638_Translation_Competence_Aging_Towards_Modern_Views/links/576dea4b08ae10de6395d6ca.pdf

Filep, B. (2009). Interview and translation strategies: coping with multilingual settings and data. Social Geography, 4(1), 59-70. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Filep+%282009%29%26+translation&btnG

http://www.journals.aiac.org.au/index.php/IJALEL/article/view/2624

Kim, I., & Margolis, D. (2000). Korean student exposure to English listening and speaking: instruction, multimedia, travel experience, and motivation. *Korea Teachers of English to Speakers of Other Languages.*3.1. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1031.2763&rep=rep1&type=pdf#page=42

Madkour, M. (2016). Linguistic levels of translation: A generic exploration of translation difficulties in literary textual corpus. International Journal of Applied Linguistics and English Literature, 5(6), 99-118.

Msuya, E. A. (2016). Language learning strategies by efL secondary school learners in Tanzania: an exploratory account. *BELT-Brazilian English Language Teaching Journal*, *7*(1), 94-108. https://revistaseletronicas.pucrs.br/ojs/index.php/belt/article/view/23414/14925

Munday, J. (2012). *Evaluation in translation: Critical points of translator decision-making*. Routledge. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=munday+%282012%29&btnG

Oxford, R. L. (1990). Language learning strategies that every teacher should know. *Boston: Heinle & Heinle Publishers.*

Pasumbu, H., & Macora, Y. (2020). Compensation as a strategy in teaching reading to EFL junior high school students. *Sintuwu Maroso Journal of English Teaching, 4*(1), 39-42. http://ojs.unsimar.ac.id/index.php/sintuwumarosoJET/article/viewFile/151/136

Rabab'ah, G., & Bulut, D. (2007). Compensatory strategies in Arabic as a second language. *Poznan Studies in Contemporary Linguistics*, *43*(2), 83-106. https://www.degruyter.com/view/journals/psicl/43/2/article-p83.xml

Sa'edi, K. (2004). An introduction to the principles and methodology of translation. *Tehran: University Center Publications*.

Taheri, A. A., & Davoudi, M. (2016). The Use of Compensation Strategies in the Iranian EFL Learners' Speaking and Its Relationship with Their Foreign Language Proficiency. *Journal of Education and Practice*, *7*(9), 165-179. https://files.eric.ed.gov/fulltext/EJ1095751.pdf

Tajeddin, Z., & Alemi, M. (2010). Less proficient vs. more proficient L2 learners' preferences for compensation strategies: L1-based, L2-based, and non-linguistic. *LiBRI. Linguistic and Literary Broad Research and Innovation*, *1*(2), 48-55. http://brain.edusoft.ro/index.php/libri/article/view/144

Tse, A. Y. H. (2011). A comparison of language learning strategies adopted by secondary and university students in Hong Kong. *International Journal of Business and Social Science*, *2*(11). http://ijbssnet.com/journals/Vol._2_No._11_[Special_Issue-June_2011]/5.pdf