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Using Trilingual Instruction Approach in Developing Secondary Stage Students' English Translation Skills at Halayeb City

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ABSTRACT

The current research investigated the effectiveness of using trilingual instruction approach in developing secondary stage students' translation skills at Halayeb city. The research followed the quasi experimental design of one experimental group and pre-post application of instruments. Thirty-two students from first year secondary stage of Ahmed Oraby School, Halayeb administration, Red Sea Governorate, Egypt, were randomly chosen for one experimental group to participate in the research. Materials and instruments of the research included a list of translation skills to determine the skills needed to be developed, an instructional materials based on using the trilingual instruction approach and, a translation skills test. The results of the research showed that a statically significant differences between the mean scores of the experimental group in pre/posttest of English translation test in favor of the posttest. Moreover, the results showed that there was a statistically significant positive effect of the program on developing translation sub-skills in pre/posttest favoring the posttest in (literal, semantic, and pragmatic) and the overall of translation skill for the participants. Therefore, the findings of the research showed that trilingual instruction approach significantly improved the participants' translation skills.

Keywords: Trilingual Instruction Approach – English Translation

استخدام مدخل التدريس ثلاثي اللغة في تنمية مهارات الترجمة لدى طلاب المرحلة الثانوية بمدينة حلايب

ملخص

هدفت الدراسة الحالية إلى التحقيق في فعالية استخدام مدخل التدريس ثلاثي اللغة في تنمية مهارات الترجمة لدى طلاب المرحلة الثانوية بمدينة حلايب. اتبعت الدراسة التصميم شبه التجريبي ذو المجموعة التجريبية الواحدة، مع تطبيق قبلي وبعدي للأدوات. تم اختيار اثنان وثلاثون طالبًا من الصف الأول الثانوي بمدرسة أحمد عرابي، بإدارة حلايب التعليمية، محافظة البحر الأحمر، مصر، عشوائيًا كمجموعة تجريبية واحدة للمشاركة في الدراسة. تضمنت أدوات الدراسة قائمة بمهارات الترجمة لتحديد المهارات المطلوبة تنميتها، ومواد تعليمية قائمة على مدخل التدريس ثلاثي اللغة، واختبارًا لمهارات الترجمة. أظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية بين متوسطات درجات المجموعة التجريبية في التطبيقين القبلي والبعدي لاختبار الترجمة الإنجليزية لصالح التطبيق البعدي. علاوة على ذلك، أظهرت النتائج وجود تأثير إيجابي ذي دلالة إحصائية للبرنامج على تنمية المهارات الفرعية للترجمة في القياسين القبلي والبعدي، لصالح التطبيق البعدي في المهارات (الحرفية، والدلالية، والبراغماتية)، وعلى مهارة الترجمة بشكل عام لدى المشاركين. وبالتالي، أظهرت نتائج البحث أن مدخل التدريس ثلاثي اللغة قد أسهم بشكل ملحوظ في تنمية مهارات الترجمة لدى المشاركين.

الكلمات المفتاحية: مدخل التدريس ثلاثي اللغات - الترجمة الإنجليزية

Introduction

Language at any society is consider humans need which plays an essential role in communication in any social set up, and characteristic or identity of a nation. English is the social prestige and most widely spread language all over the world. In communication, English is a basic requirement since it has become a resource that opens doors for opportunities in social and economic mobility for the learners. In education through translation, it provides access to academic resources and exchange culture internationally.

Translation plays a vital role in fostering communication across languages and cultures, serving as a bridge that enables the transfer of knowledge among diverse societies. It facilitates the spread of science, literature, and global cooperation, making it indispensable in education, business, politics, and intercultural dialogue. Scholars emphasize that translation not only enriches linguistic and cultural exchange but also contributes to the preservation and dissemination of human knowledge (House, 2015). However, translation also presents significant challenges. One major issue is achieving semantic equivalence, as differences in cultural context, idiomatic expressions, and linguistic structures often prevent direct correspondence between source and target texts (Dai, L. 2017). Moreover, translators must balance fidelity to the original text with readability and cultural adaptation, a task that requires both linguistic mastery and cultural sensitivity (Schäffner, 2016). Thus, English translation holds significant value and requires instructional approaches that encourage students to learn English for communicative purposes, thereby positively enhancing their translation skills.

Research and literatures which advocate trilingualism focus on the use of the three languages as language of instruction in EFL classroom. Alexeeva et al (2023) mentioned that trilingualism is

perceived as a form of multilingualism that includes a mechanism for formation and development of a language personality. It is considered as a complex phenomenon that includes anthropological, social and linguistic, as well as social and cultural components. To sum up, it is concluded that the interaction of three languages is able to create the effective educational environment that ensures the exchange of cultures and transmits cultural values, as well as linguistic and translation skills, formed on the basis of other two languages.

Integrating trilingual approach in English classes have produced many benefits and advantages. For instance, According to Trautner (2019), multilingual individuals tend to have improved problem-solving skills, better multitasking abilities, and enhanced creativity. Learning three languages requires mental flexibility and adaptability, which can transfer to other academic areas and life in general. Furthermore, a trilingual education often exposes students to a wider range of cultural and literary resources, enriching their perspective and deepening their understanding of different societies and traditions. Ayari (2023) adds that multilingualism can unlock students' linguistic potential, which is invaluable for their learning. Overall, trilingualism equips students with a valuable linguistic skill set, fostering proficiency in three languages - their home language, the national language, and an additional foreign language - which opens up a world of opportunities, enhances their ability to communicate and connect with diverse communities, and promotes intercultural understanding and global citizenship.

In this view, Polatova, et al (2020) conducted a study to investigate trilingual education in Kazakhstani universities and to determine the motivational conditions facilitating learning English as a third language. The participants of the study included 218 first year students from two universities, one state and one private, in the 2019-2020 academic years. The findings of this study emphasize the crucial role of improved motivation and organization in

ensuring the effectiveness of learning English as a foreign language. Students were consciously studying English with a high level of interest and motivation, driven by the benefit of this knowledge for their future careers. This research holds significance in developing EFL translation skills since the success of Kazakhstan's EFL learning requires a particular set of motivational and pedagogical conditions that enable students to develop good English language knowledge.

Based on the above, this research attempted to identify the effectiveness of using trilingual instruction approach in developing secondary stage students' English translation skills at Halayeb city.

1.2.1.The context of the research

The problem of the research can be identified through conducting pilot study and reviewing literature and related studies. The researcher observed that students struggle with using English language and find difficulties in their English translation. To validate these observations, a pilot study based on questionnaires was conducted with 20 Secondary school English language teachers. Questionnaires results revealed that most of teachers stated that their students face problems in their translation skills.

Ali at el (2019) conducted a study revealed that translation, despite being a vital channel of intercultural dialogue, has not received adequate attention in secondary schools. The findings showed that second-year students were mainly engaged in traditional translation practices, where teachers dictated English texts and students provided Arabic versions without being trained in how to acquire actual translation skills. As a result, learners were not given sufficient opportunities to develop strategies for handling lexical items and grammatical structures to convey intended meaning effectively. Al-Hassan concluded that the Egyptian educational system does not provide enough space for EFL learners,

particularly secondary school students, to properly acquire translation skills.

In addition, previous studies in Egyptian context have stressed the necessity of developing English translation skills among secondary school students. Many studies Roshdy, 2002 ;; Haggag, 2018 ; Abdel ElHallim & Abdalla, 2019; Shehata, 2019; Mohammedain, (2020) proved that many EFL learners struggle with limitations in their translation abilities, noting that they often lack the essential skills required to successfully translate assigned texts from English into Arabic and vice versa. Similarly, researcher such as Ibrahim (2015) Ibrahim & Abbas (2010) highlighted that the students need to enhance English translation skills among secondary school students.

Research highlights the role of Trilingual instruction approach in supporting language learning such as, Griessler,(2001); Hoffman, (2004); Cenoz, Hufeisen and Jessner (2010); (Abu-Rabi & Sanitsky, 2010); Wang and Kirkpatrick (2015); Man, Bui, & Teng, (2018); weeks(2021) have shown that multilingual learners benefit from enhanced metalinguistic awareness the ability to reflect on language structure and meaning which directly contributes to improved translation performance. Therefore, this research is attempted to develop students' English translation skills by using trilingual instruction approach.

1.2.2.Statement of the problem

The problem of the research can be stated in that some of the first-year secondary stage students' show poor mastery of some English translation skills.

1.3. The purpose of the research

The purpose of the research is to determine the effect of using trilingual instruction approach in developing secondary stage students' translation skills at Halayeb city.

1.4. Questions of the research

Based on the above-mentioned problem, the research attempted to address the following question:

A- The main questions of the research:

1.3.1. What is the effectiveness of using trilingual instruction Approach in developing secondary stage students' English translation skills at Halayeb city?

B-This main question is divided into three sub-questions: -

1.3.1.1. What is the effectiveness of using trilingual instruction Approach in developing secondary stage students' literal translation at Halayeb city?

1.3.1.2. What is the effectiveness of using trilingual instruction Approach in developing secondary stage students' semantic translation at Halayeb city?

1.3.1.3. What is the effectiveness of using trilingual instruction Approach in developing secondary stage students' pragmatic translation at Halayeb city?

1.5. Aim of the research

The current research aims at investigating the effect of Using Trilingual instruction Approach in Developing Secondary Stage Students' English Translation Skills at Halayeb city.

1.6. Hypotheses of the research

The present research hypothesized the following:

1.5.1. There would be no statistically significant mean differences between the scores of the trilingual groups' participants in the pre and post testing of their English translation skills.

- **This main hypothesis leads to the following sub-hypotheses:**

1.5.1.1. There would be no statistically significant mean differences between the scores of the trilingual groups' participants in the pre and post testing of their literal translation.

1.5.1.2. There would be no statistically significant mean differences between the scores of the trilingual groups' participants in the pre and post testing of their semantic translation.

1.5.1.3. There would be no statistically significant mean differences between the scores of the trilingual groups' participants in the pre and post testing of their pragmatic translation.

1.7. Delimitations of the research

The research is delimited to the following: -

1.7.1. The language area: Translation skills to be included in the present research are (1) Semantic translation, (2) Literal translation, and (3) Pragmatic translation.

1.7.2. Stage: First year secondary stage students from Halayeb city.

- 1.7.3. Place: Secondary schools Halayeb city, Red-sea governorate-Egypt.
- 1.7.4. Participants (one group): the treatment groups were selected first year secondary stage students at Halayeb city.
- 1.7.5. Time: The second semester from the academic year 2024/2025.

1.8. Theoretical Framework

1.8.1. Translation skills: Definition and significance:

Translation skills are increasingly recognized as integral component of language education because they demand not only bilingual or multilingual proficiency but also advanced cognitive and intercultural competencies. Recent studies emphasizes that translation functions as a mediating activity that bridges linguistics structures, cultural context, and communicative purposes, making it central to acquisition of deeperlinguistic awareness (Malmkjaer, 2018). As a concept, translation is commonly employed to describe the processes and activities used to convey the meaning of the source language into the target language. Robinson (2003, P.49) defines translation focusing on it as a process by saying: Translation is intelligent activity involving complex processes of conscious and unconscious learning; we all learn in different ways and institutional learning should therefore be as flexible and as complex and rich as possible, so as to activate the channels through which each student learns best. Davies (2004, p. 11) defined it as "a complex linguistic process carried out by a professional practitioner who has to maintain a delicate balance when bridging languages and cultures".

Translation can also be seen as a language process, as mentioned by Abdel Ghany (2015:18) that, "Translation, as a complex dichotomous and cumulative process, involves a host of

activities drawing upon other disciplines related to language, writing, linguistics, and culture”. Translation, this multifaceted and essential aspect of language communication, has been explored and defined by various scholars as a mental process. Accordingly, El-Tantawi (2011:13) viewed translation as "a mental process that requires some mental efforts in two languages. This process moves through a main skill; contrastive linguistic competence". In the context of communication, translation can be defined as “means of communication and human activity which means re understanding or writing a phrase or particular topic, language other than the language in which he wrote”.

In multilingual classrooms, Research shows that translation supports the development of cross-linguistic transfer and promotes learners’ ability to navigate between languages with flexibility and precision (Galante, 2020). Studies highlight that translation tasks sharpen learners’ ability to interpret meaning across linguistic systems, thereby enhancing both accuracy and fluency. For example, research in EFL contexts demonstrates that translation activities contribute to higher levels of grammatical competence, lexical acquisition, and pragmatic awareness (Carreres & Noriega-Sánchez, 2011). Similarly, when embedded in communicative approaches, translation activities are shown to foster critical thinking, intercultural competence, and reflective learning, as learners must evaluate multiple options for rendering meaning (Cook, 2010).

The role of translation skills also extends to professional and intercultural domains. In higher education settings, translation is viewed as an essential skill that prepares learners for participation in globalized academic and workplace contexts. As González-Davies (2018) argues, translation tasks develop not only linguistic accuracy but also the collaborative and problem-solving skills necessary for professional communication. This is particularly

relevant for trilingual learners, who must manage more complex interactions among three linguistic systems.

Furthermore, translation fosters metalinguistic awareness, a critical factor in developing multilingual competence. By reflecting on similarities and differences among languages, learners reduce cross-linguistic interference and build stronger control over linguistic form and meaning (Laviosa, 2014). For trilingual learners, such awareness is amplified, as they must coordinate knowledge across three linguistic repertoires, which ultimately enhances their translation competence.

1.8.2. The trilingual instruction approach:

Many attempts have been made so far to approach a definition of trilingualism. Most of them have been made through bilingualism. It has also been seen as a branch of bilingualism or even as an extension of bilingualism (Anastassiou, Andreou & Liakou, 2017). Tsvietaieva & Pryshchepa, (2019) provide insights into definition and aspects of trilingualism; define it as “trilingualism is the coexistence of three languages in the speech-thinking sphere of an individual who uses these languages in different communication situations depending on the purpose of communication, the place of realization of the acts of communication, etc.” Through trilingual education, learners engage in translanguaging, drawing on all their linguistic resources in a flexible and integrated way rather than separating languages into distinct entities (García and Wei, 2014; Wei, 2018) In heritage and minority language contexts, trilingual education strengthens identity and preserves endangered languages while still facilitating global-language acquisition(like English)(Nawaz et al., 2022).

A trilingual approach is an educational approach that emphasizes the development of proficiency in three languages. This approach can be used in various settings, such as schools or families, and it involves providing exposure to and instruction in

three different languages (De Houwer, 2004). Its goal is to develop fluency in all three languages and to promote cultural awareness and understanding. It can be challenging, but it can also be rewarding and can provide many benefits for individuals to become proficient in three languages (Montanari, ٢٠٠٩).

Research demonstrated that learners in trilingual programs systems improve intercultural competence, enhance problem-solving in translation, preserving minority language, and foster resilience in learning multiple linguistic systems (Nawaz et al., 2022). For example, Takhtarova & Prosyukova (2022) conducted a study emphasized that trilingual instructions, as applied in professional translator training programs, facilitate the integration of the first and the second foreign languages with the mother tongue, thus strengthening linguistic transfer and metalinguistic awareness. Similarly Alexeeva et al., (2023) argued that translational trilingualism fosters flexible language personality and provides a richer linguistic repertoire for translation, particularly when texts pass through intermediary languages.

The advantages of trilingual instruction approach are widely discussed. Cenoz (2013) declared that trilingual instruction potentially enhance translation-related competences by enlarging semantic, pragmatic, and cultural landscapes-key assets for effective translation. In addition, Duarte, (2020) mentioned that exposure to three systems enhance metalinguistic sensitivity and cross linguistic mapping skills. Moreover, learners trained in trilingual instruction environment may develop deeper awareness of register differences, discourse conventions, and cultural nuances (House, 2015). Also, According to a study conducted by Muller (2020), multilingualism fosters an appreciation for other cultures and a sense of global citizenship, which can lead to better intercultural understanding.

The advantages of trilingual instruction are manifold. It promotes metalinguistic-awareness, strengthens cultural identity,

and equips students with the skills to navigate complex translation tasks that require sensitivity to cultural and linguistic nuances (Tilahun, 2019). Kleinsasser (2005) adds that multilingualism practices in education create and appreciate cultural awareness, add academic and educational value, enhance creativity, and foster an appreciation of local languages. Indeed (2024) mentioned that being trilingual allows individuals to interact more easily with people from other countries and cultures, which can lead to better communication and connection with diverse communities, both within native language and internationally.

Form pedagogical perspectives, challenges of trilingual instruction approaches include several obstacles. To address this, Tlemissov et al. (2019) views that several challenges also exist, specially the shortage of teaching materials in minority languages, variations in learners proficiency across the three languages, and the potential dominance of English at the expense of local languages. Teacher training remains another significant obstacle, as many educators are not adequately prepared to manage trilingual classroom. In a study by Baker and Wright (2017), it was found that finding teachers proficient in three languages can be a significant hurdle. The lack of qualified educators who possess the necessary language skills and pedagogical knowledge to effectively teach three languages can hinder the progress of trilingual education initiatives and hinder the implementation of trilingual education programs.

Another challenge is the potential cognitive overload that students may experience when learning three languages simultaneously. According to Cummins (2007), balancing multiple languages can strain cognitive resources, potentially impacting students' language development. Balancing the simultaneous acquisition and use of three languages can be mentally demanding and overwhelming for learners, potentially affecting their language development and overall academic performance. Other challenges

as Wang and Kirkpatrick (2015) pointed out that schools face difficulties when trying to use the trilingual method. These challenges involve switching between languages, inconsistencies in language curricula, and students graduating with low confidence in using the three languages. Other challenges include subjects taught in just one language, problems finding qualified staff for implementing of the program, and financial concerns for both government and private schools. Weeks (2021) highlights that with students from every continent and country, schools are filled with students who speak different languages. The challenge in many schools lies in the unfamiliarity, limited adoption, or novelty of the trilingual educational approach within their systems.

1.8.3. Related Studies:

There is growing evidence that trilingual instruction approach supports the development of translation skills. Such Velibasic & Blackby (2020) conducted a study aimed to investigate the perceptions of pupils and teachers in Sweden regarding multilingualism and its effects on the learning of English as a foreign language (EFL). The findings indicated that both pupils and teachers viewed multilingualism as an advantage to language learning. They believed that plurilingualism enabled pupils to master a second symbolic system, and to communicate more freely in a multicultural classroom. Furthermore, several teachers had implemented scaffolding strategies in EFL classrooms, which included translation, and using the pupils' mother tongues as part of the learning process. The study suggests the importance of acknowledging the multilingual backgrounds of pupils and promoting plurilingualism for the development of EFL translation skills.

Wisowizc (2020) conducted a study aimed to investigate the effectiveness of using elements of translanguaging as a method for teaching third or additional languages at the university level. The

results from the language tasks showed that translanguaging was not used often by participants, but in the questionnaire, participants had a positive attitude towards translanguaging when it was presented as pedagogical strategy with the intention of creating awareness on multilingualism. The findings show that the use of translanguaging can be an effective tool for language learning and EFL translation skills in particular. The data reveals that EFL students show high levels of multilingualism and translanguaging during the process of translation, making it possible to use this tool to improve EFL students' learning experience, by providing the opportunity for students to expand their knowledge and experience and explore their whole linguistic repertoire.

Norro,(2024) Conducted a study aimed to analyze the practices of Namibian primary school teachers working in multilingual classrooms, focusing on how their approaches support or hinder learning and the development of learners' multilingual identities. An ethnographic study was conducted at the start of 2020 with teachers from two Namibian public primary schools using interviews, focus groups, questionnaires, and classroom observations. and explaining concepts in students' home languages, but these were rarely implemented as pre-planned pedagogical strategies. Most scaffolding was provided through visual aids. The study concluded that while some multilingual strategies are already in use, there is a need to further encourage these practices and to include multilingual pedagogies in both pre-service and in-service teacher education to better support learners in diverse linguistic settings

Potgieter (2016) aimed to investigate whether trilingual language exposure in young South African children (isiXhosa, English, and Afrikaans) affects their lexical and grammatical development, particularly in translation and cognitive flexibility. The study assessed 11 trilingual and 30 age-matched monolingual four-year-olds. It compared their vocabulary and comprehension

and production of passive constructions across three languages. Results showed that trilingual children achieved monolingual-like vocabulary in their dominant input language (isiXhosa) and did not experience developmental delays in acquiring passive grammatical structures in any of their three languages. The findings suggest that early trilingual exposure supports cross-linguistic transfer and cognitive flexibility, enabling children to develop strong translation and problem-solving skills without hindering their linguistic development

1.9. Definitions of the terms

The following terms are interrelated and can be defined as follows: -

1.9.1. Trilingual instruction approach: -

According to De Houwer (2004) Trilingual approach is an educational approach that emphasizes the development of proficiency in three languages. This approach can be used in various settings, such as schools or families, and it involves providing exposure to and instruction in three different languages. The researcher adopts this definition due to the nature of the research. The trilingual instruction approach can be procedurally defined as an educational approach where students are taught an academic subject (English) in three languages, their national language (Arabic language), local language (Beja language) and, target language (English subject), and code-switching, code-mixing and translanguaging between them according to their proficiency in the target language to help students develop proficiency in the English language skills.

1.9.2. Translation:

According to Richards and Schmidt (2010, p. 610), translation is "the process of rendering written language that was

produced in one language (the SL) into another (the TL), or the TL version that results from this process". The researcher adopts this definition due to the nature of the research. The translation can be procedurally defined as the process of conveying the meaning of the written language whether Arabic or Beja language as a source language into another target language (English) or vice versa.

1.10. Method of the research

The methodology of the research includes participants of the research, the design of the research, and the variables of the research, as explained below.

Participant of the research

The researcher utilized a one-experimental-group design with pre-post testing. Students participated in a pretest, followed by exposure to the training the program. Subsequently, a posttest was administered to evaluate their English translation skills. The target sample comprised both male and female participants of similar age.

Design of the research

The research follows the quasi-experimental one-group design with its pre- and post-testing procedure.

Variables of the research

The variables of the research are: (1) Translation Skills Program based on trilingual instruction approach (independent variable), (2) English Translation skills include: Literal translation skills, Semantic translation, and pragmatic translation skills (dependent variable).

1.11. Instruments and Materials

The researcher employed a variety of instruments and materials to conduct the study, including checklist for assessing English translation skills, as well as a Content Analysis Questionnaires to identify translation skills in the first-year secondary stage. Additionally, a translation skills program based on trilingual instruction approach was developed, comprising a framework, a student's book, a teacher guide and an assessment plan. To evaluate students' performance, a translation skills test were administered, companied by a detailed rubric for accurate assessment.

1.12. Results and Findings of the research

1.12.1. Testing the main hypothesis: **The main hypothesis states that:**

"There would be no statistically significant mean differences between the scores of both the bilingual and trilingual groups' participants in the pre and post testing of their English translation skills".

A- To identify the Significance of the differences between the mean scores of the trilingual group members in the pre- and post-test of the translation skills test (total score). Table (1) shows the results as follows:

Table (1) Significance of the differences between the mean scores of the trilingual group members in the pre- and post-test of the translation skills test (total score) and effect size (n=32).

Eta square η^2	p. value	T	Std. deviation	Mean	Df	Measurement	Variable
0.98 Large	0.000 Significant	35.637	2.699	25.44	31	Pre-test	Total score for the translation skills test
			6.068	65.38		Post test	

It is clear from Table (1) that the probability value “p.value” for the translation skills test (total score) is equal to (0.000), which is less than the significance level (0.05), which means rejecting the null hypothesis and accepting the alternative hypothesis. This indicates the existence of statistically significant differences between the average scores of the trilingual group in the pre-test and post-test at the level (0.01) in the direction of the post-test. To ensure the impact of the program on the members of the trilingual group, the effect size was calculated to ensure the practical significance of the results, using Eta squared to determine the percentage of variance in the dependent variable (translation skills) attributable to the effect of the independent variable (trilingual instruction approaches). Looking at Table (1), it becomes clear that the value of Eta square in translation skills is (0.98), which means that (98%) of the variance of improvement in translation skills among members of the trilingual group is attributable to trilingual instruction approaches. Figure (1) shows the differences between the averages:

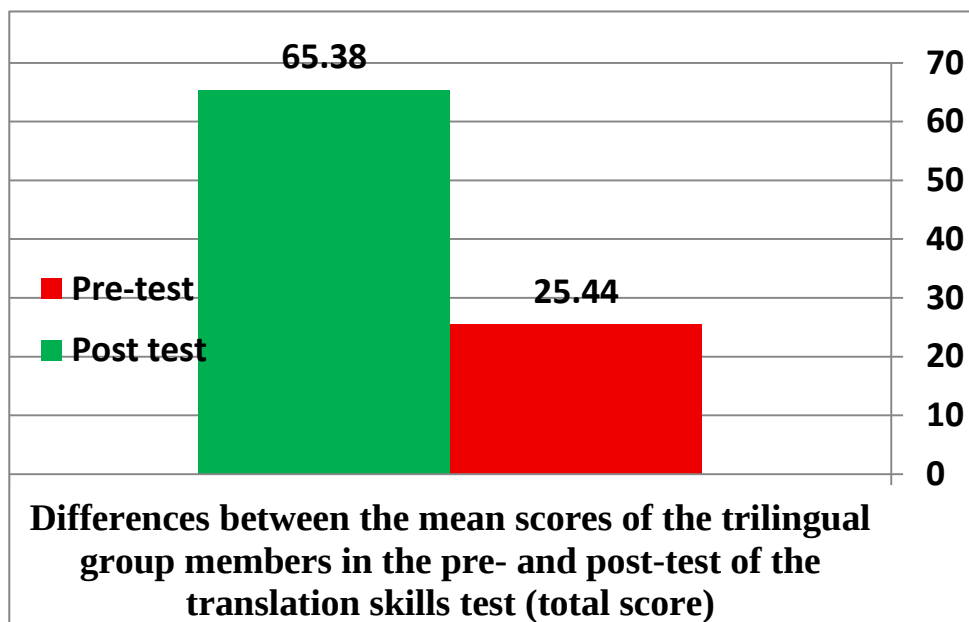


Figure (1) Differences between the mean scores of the trilingual group members in the pre- and post-test of the translation skills test (total score)

1.12.2. First Sub-Hypothesis

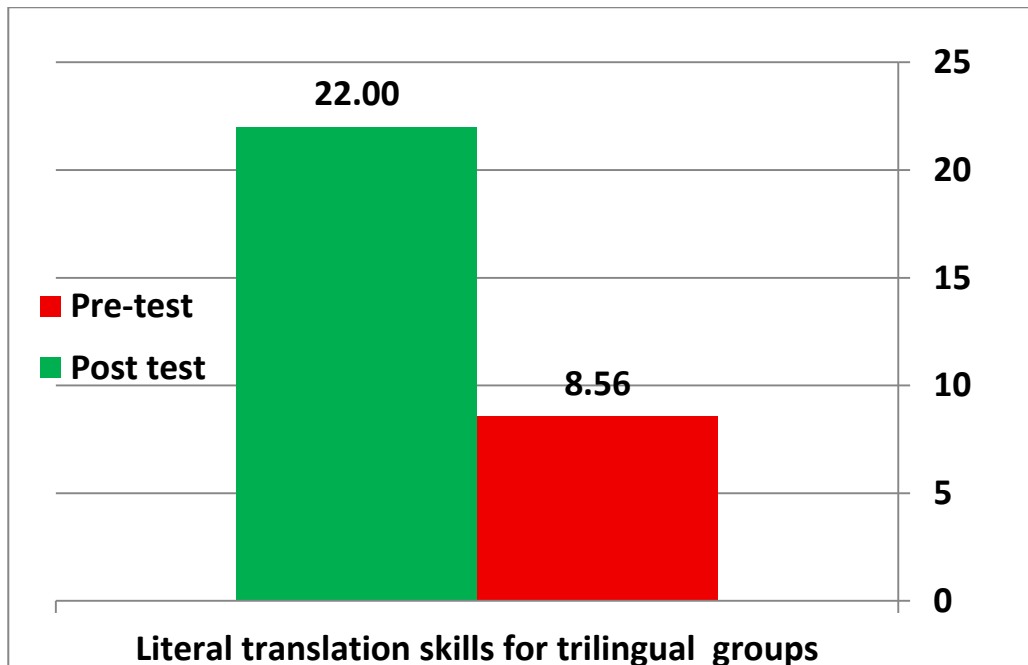
There would be no statistically significant mean differences between the scores of trilingual groups' participants in the pre and post testing of their literal translation.

B- Calculating the significance of the differences between the average scores of the trilingual group members in the pre- and post-test of literal translation skills and the effect size. Table (2) shows the results:

Table (2) Significance of the differences between the average scores of the trilingual group members in the pre- and post-test of literal translation skills and the effect size (n=32).

Eta square η^2	p. value	T	Std. deviation	Mean	Df	Measurement	Variable
0.94 Large	0.000 significant	23.025	1.366	8.56	31	Pre-test	Literal translation skills for trilingual groups
			2.874	22.00		Post test	

It is clear from Table (2) that the probability value "p value" for literal translation skills is equal to (0.000), which is less than the significance level (0.05), which means rejecting the null hypothesis and accepting the alternative hypothesis. This indicates the existence of statistically significant differences between the average scores of the trilingual group in the pre-test and post-test for literal translation skills at the level (0.01) in the direction of the post-test. To confirm the impact of the program on the members of the bilingual group, the effect size was calculated to ensure the practical significance of the results using Eta squared to determine the percentage of variance of the dependent variable (literal translation skills) attributable to the effect of the independent variable (trilingual instruction approaches). Looking at Table (2), it is clear that the value of Eta squared in literal translation skills is (0.94), which means that (94%) of the variance of improvement in literal translation skills among the members of the trilingual group is attributable to trilingual instruction approaches. Figure (2) shows the differences between the averages.



. **Figure (2)** differences between the average scores of the trilingual group members in the pre- and post-test of literal translation skills

1.12.3. Second Sub-Hypothesis

There would be no statistically significant mean differences between the scores of trilingual groups' participants in the pre and post testing of their semantic translation.

C- To identify the Significance of the differences between the mean scores of the trilingual group members on the pre- and post-test of semantic translation skills and the effect size. Table (3) shows the results:

Table (3) Significance of the differences between the mean scores of the trilingual group members on the pre- and post-test of semantic translation skills and the effect size (n=32).

Eta squared	p. value	T	Std. deviation	Mean	Df	Measurement	Variable
0.96 Large	0.000 significant	29.843	1.319	8.47	31	Pre-test	semantic translation skills for trilingual groups
			2.527	21.75		Post test	

It is clear from Table (3) that the probability value "p value" for semantic translation skills is equal to (0.000), which is less than the significance level (0.05), which means rejecting the null hypothesis and accepting the alternative hypothesis. This indicates the existence of statistically significant differences between the average scores of the trilingual group in the pre-test and post-test for semantic translation skills at the level (0.01) in the direction of the post-test. To confirm the impact of the program on the members of the trilingual group, the effect size was calculated to ensure the practical significance of the results using Eta squared to determine the percentage of variance of the dependent variable (semantic translation skills) attributable to the effect of the independent variable (trilingual instruction approaches). Looking at Table (3), it is clear that the value of Eta squared in semantic translation skills is (0.96), which means that (96%) of the variance of improvement in semantic translation skills among the members of the trilingual group is attributable to trilingual instruction approaches. Figure (3) shows the differences between the averages.

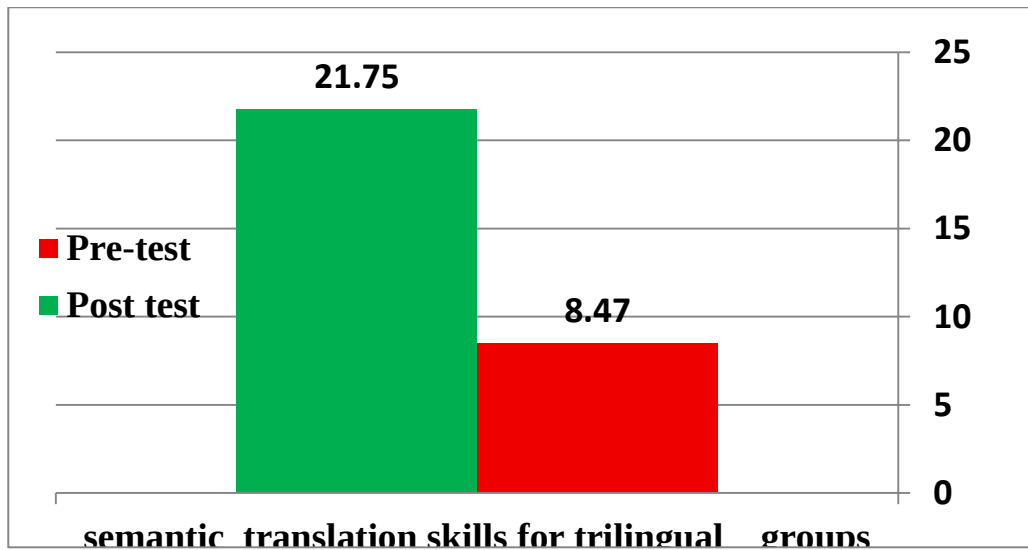


Figure (3) the differences between the mean scores of the trilingual group members on the pre- and post-test of semantic translation skills

1.12.4. Third Sub-Hypothesis

There would be no statistically significant mean differences between the scores of trilingual groups' participants in the pre and post testing of their pragmatic translation.

D- To identify the **Significance of the differences between the mean scores of the trilingual group members on the pre- and post-test of pragmatic translation skills** and the effect size. Table (4) shows the results:

Table (4) Significance of the differences between the mean scores of the trilingual group members on the pre- and post-test of pragmatic translation skills and the effect size (n=32).

Eta squared η^2	p. value	T	Std. deviation	Mean	Df	Measurement	Variable
0.97 Large	0.000 significant	30.24 7	1.624	8.41	31	Pre-test	pragmatic translation skills for trilingual groups
			2.268	21.63		Post test	

It is clear from Table (4) that the probability value "p value" for pragmatic translation skills is equal to (0.000), which is less than the significance level (0.05), which means rejecting the null hypothesis and accepting the alternative hypothesis. This indicates the existence of statistically significant differences between the average scores of the trilingual group in the pre-test and post-test for pragmatic translation skills at the level (0.01) in the direction of the post-test. To confirm the impact of the program on the members of the trilingual group, the effect size was calculated to ensure the practical significance of the results using Eta squared to determine the percentage of variance of the dependent variable (pragmatic translation skills) attributable to the effect of the independent variable (trilingual instruction approaches). Looking at Table (4), it is clear that the value of Eta squared in pragmatic translation skills is (0.97), which means that (97%) of the variance of improvement in pragmatic translation skills among the members of the trilingual group is attributable to trilingual instruction approaches. Figure (4) shows the differences between the averages.

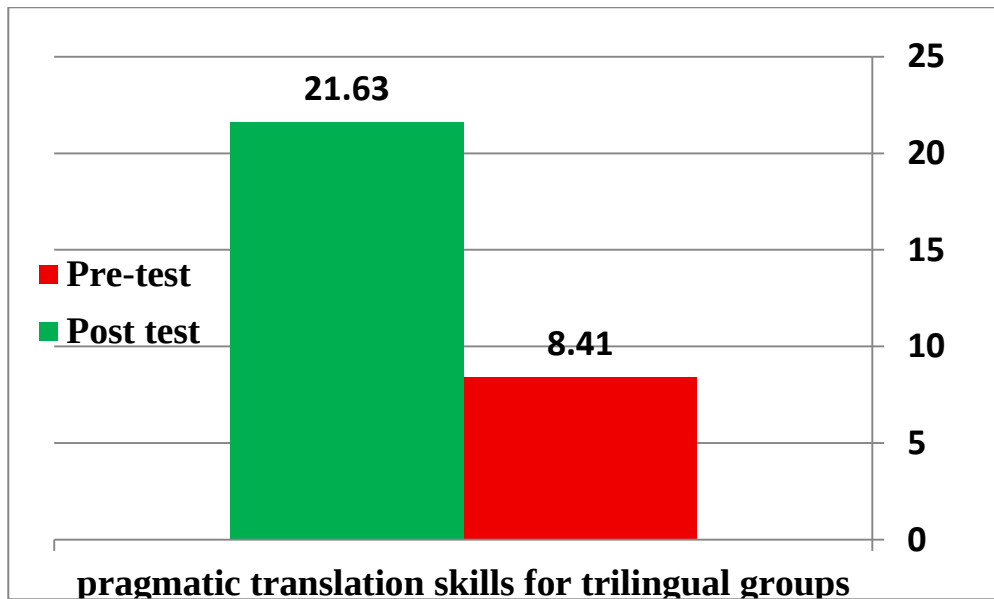


Figure (4) differences between the mean scores of the trilingual group members on the pre- and post-test of pragmatic translation skills

Discussion

Based on findings mentioned above, it is clear that using a trilingual instruction approach proved to be effective in developing EFL translation skills of first-year secondary school students at Halayeb city. Significant differences were observed in the mean of scores of experimental school in post-administration of EFL translation skills test, in translation as a whole and its skills, in favor of the post-test. Experimental group's scores as shown in the post-administration of the test reflected greater improvement in the post-test. Hence, results indicate that implementing this bilingual instruction approach positively affects students' EFL translation skills. This effectiveness of trilingual instruction approach can be attributed to some reasons that related to the program design and to bilingual instruction approach.

The results of the study are point out that the use of the trilingual instruction approach is highly effective, this is consistent with the body of studies already available on trilingualism and education studies, especially when it comes to teaching English language skills and EFL translation skills, and it also have a various advantages, such as enhanced cognitive development, critical-thinking, learners' cultural awareness, appreciate academic and educational value, problem-solving skills, foundation for reading and writing, and lead to better communication and multitasking abilities, are supported by studies(Pandey, 2014; Cenoz & Gorter, 2015; Bialystok, 2009; Marian & Shook, 2018; Trautner, 2019; Indeed, 2024;). Additionally, when many languages are used interchangeably in the classroom, learners have a special opportunity to motivate with diverse linguistic and cultural perspectives (Grosjean, 2019).

The findings of the study confirmed the results obtained by Velibasic & Blackby (2020) who conducted a study aimed to investigate the perceptions of pupils and teachers in Sweden regarding multilingualism and its effects on the learning of English as a foreign language (EFL). The participants in the study consisted of six teachers and four pupils, all voluntarily participating in this qualitative study. To gather data, semi-structured interviews and classroom observations were conducted, and the data were analyzed through inductive coding. The findings indicated that both pupils and teachers viewed multilingualism as an advantage to language learning. They believed that trilingualism enabled pupils to master a second symbolic system, and to communicate more freely in a multicultural classroom. Furthermore, several teachers had implemented scaffolding strategies in EFL classrooms, which included translation, and using the pupils' mother tongues as part of the learning process. This proves the importance of trilingual instruction approach and its use in English language teaching and enhancing their perceptions towards it.

The results of the present study are in agreement with the results of Chaika (2023) who conducted a study to investigate the utilization of translanguaging practices in multilingual classrooms and its impact on language learning and academic achievement. The study aims to explore the benefits and challenges associated with the 88 implementation of translanguaging pedagogies. The findings of the study underscore the positive effects of translanguaging on various aspects of language development and academic engagement. The use of translanguaging strategies in multilingual classrooms facilitated language learning by promoting meaningful communication, scaffolding comprehension, and fostering a supportive language environment. Students demonstrated increased motivation and participation, as translanguaging allowed them to access and express complex ideas in their native languages, bridging the gap between their home languages and the language of instruction. Moreover, translanguaging practices proved to be instrumental in enhancing content understanding across subject areas. Translanguaging also supported the development of critical thinking skills, as students were encouraged to compare and contrast ideas across languages, fostering a deeper understanding of concepts and fostering cognitive flexibility.

The result agrees with studies, For instance, Sincuba & Buka (2024) conducted a study was to investigate the use and effectiveness of trilingual pedagogy in the teaching of dramatic arts, with a focus on teachers' perspectives and to provide significant insights into how trilingual teaching may improve the educational experience and foster students' linguistic and creative growth The result of the study demonstrate that the participants needed trilingual pedagogy for teaching dramatic arts. The study concluded that in order to teach dramatic arts, teachers may use trilingual teaching methodology. It also found that encouraging learning and better dramatic arts performances were thought to be achievable if all schools improved their trilingual pedagogies. Thus, trilingual

approach proved to be an effective approach in learning translation skills.

Results of the present study supports what Wlosowicz (2020), Alexeeva et al (2023), find out as trilingual instruction approach effects positively on participants' development of translation skills. Result of the present study added to (Polatova, et al 2020), (Wlosowicz, (2020)), (Zhang & chan 2022), (Velibasic & Blackby 2019), (Aribah, & Pradita 2022), (Leonet & Saragueta 2023) who affirmed the effectiveness of trilingual instruction approach in EFL classroom.

Overall, the result of the study supports the findings of previous studies that consider the role of trilingual instruction approach as necessary and tend to use it in English classrooms specially for developing students' translation skills.

Conclusion

The above findings show that using the trilingual instruction approach was effective in developing students' English translation skills. This may be due to various reasons involving the effective design of the program, the appropriate use of the trilingual instruction approach, and present translation lessons content in providing with the bilingual instruction approach (Arabic, Beja, and English). All of these motivated the students to take part in learning and become more reflective, creative, and responsible for their learning.

1.13. Recommendations and Suggestions for further studies

The following points are recommended and suggested to be considered for further research.

- 1- To integrate trilingual instructions where possible, especially in linguistically diverse region such as Halayeb and shalateen regions, as fosters deeper cross-linguistic awareness and improve translation skills outcomes.
- 2- To use the learners' full linguistic repertoire including local languages like Beja not only of home communication but also a cognitive resources in developing translation skills
- 3- To develop translation curricula that are inclusive of multiple languages and cultures, encouraging learners to draw on their full linguistic and cultural knowledge base.
- 4- To include tasks that promotes translanguaging, code-switching, code-mixing and cross-linguistic comparison to enhance metalinguistic awareness.
- 5- To provide training for teachers in multilingual pedagogy, especially in translation and language-related fields.
- 6- To conduct longitudinal studies to explore the long-term effects of trilingual instruction on translation proficiency.
- 7- To inclusion of multilingual dictionaries when teaching foreign languages in the southern regions, especially Halayeb, Abu Ramad and Shalateen, to develop this region.
- 8- To consider and determine the key translation skills to be developed in the secondary stage.
- 9- Conducting studies that are tailored for trilingual pupils.
- 10- Assessing the model of the study in other trilingual context.
- 11- Conducting studies that examine inclusive students' translation skills.

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