

Abstract

This study aims at investigating the impact of Collaborative Learning Strategy (CLS) in translating written texts from English into Arabic and vice versa, and to what extent this strategy is crucial on novice translators' performance in rendering texts perfectly. There are certain steps that influence the students in classroom and enhance their performance positively in the learning process. Therefore, the results of analyzing students' performance prove that CLS has significant effect on both learning and teaching translation because the student faces translational difficulties as s/he translates individually. Thirty students of the Third Year/ Department of Translation/ College of Arts/ University of Tikrit (2017-2018) have been selected as samples for this study and a (20) closed- ended items questionnaire has been distributed to the them after they have taken two tests (pre-test, individually and a post-test collaboratively each six students in one group) to see into what extent this strategy effects their performance in translating two journalistic texts from English into Arabic and vice versa.

المستخلص :

تهدف هذه الدراسة إلى تحري اثر استراتيجية التعلم التعاوني في ترجمة النصوص التحريرية من اللغة الانكليزية إلى اللغة العربية و بالعكس، وإلى أي مدى هذه الاستراتيجية مهمة في أداء المترجمين المبتدئين خلال عملية تحويل النصوص بشكل مضبوط. حيث توجد بعد خطوات معينة التي تؤثر على الطلبة وتحسن من ادائهم بشكل ايجابي خلال عملية التعلم. حيث اثبتت النتائج في هذه الدراسة بان استراتيجية التعلم التعاوني لها تأثير مهم في تعلم و تدريس الترجمة لان عندما يترجم الطالب/ الطالبة بشكل منفرد سيواجه عدة صعوبات. وتم اختيار ثلاثون طالباً من المرحلة الثالثة في قسم الترجمة/ كلية الآداب/ جامعة تكريت (٢٠١٧-٢٠١٨) كنماذج لهذه الدراسة وتقسيمهم إلى خمسة مجاميع في كل مجموعة ستة طلبة وبعد اختبارهم تم توزيع استبيان يحتوي على عشرين فقرة بعد ان تم اختبار الطلبة (اختبار اولي بشكل منفرد لكل طالب، و اختبار بعدي تم بشكل تعاوني بشكل ست طلاب في المجموعة يكون لدينا خمس مجاميع) و ذلك لرؤية إلى اي مدى تؤثر هذه الاستراتيجية على ادائهم في ترجمة نصين صحفيين من الانكليزية إلى العربية وبالعكس.

Keywords: Collaborative Learning, Novice Translators, Performance, Teaching Translation

1. Introduction:

Many theorists and researchers pay attention to teaching and learning translation and how this process is successfully conducted to produce a clear message in target language (TL). Translation is regarded as a mean of communication whether conducted orally or in a written form, thus in both modes it needs a specific type of teaching methods to facilitate and simplify the process of learning for the students.

Translation is not a matter of transferring a meaning only but it sometimes requires good skills to understand what this meaning refers to. In this perspective, the performance of the novice translators need to be developed gradually in order to master this process. All this depends on how the students can manage the process of translation by overcoming the translational difficulties.

In this study, a great emphasis has been given to the importance of the teaching methods in the educational context including translation, because when the course is designed according to clear and planned outlines it will help the students learn and understand efficiently. This effectiveness has much to do with translation and other discipline teachers as with the students when they learn collaboratively. CLS has valuable impact in the teaching and learning settings especially in the translation field because this task requires different stages to perform this process successfully. So the translators especially the novice ones have to master these stages or steps in order to render the source text (ST) properly.

It is clear that the translation task has three important stages in which the translator can translate the ST as follows: understanding, reformulation and reproduction. When the students has no idea about these stage, s/he will not be able to reformulate the ST appropriately because they have no theoretical knowledge concerning the this task. Therefore, it is important to take into account the impact of the teaching methods and the theory of any subject during the education context because they guide the student to perform the task effectively.

2. Definitions of Translation:

The study of translation has been dealt, and to a certain degree still is, by different scholars and theorists about its status as an art or a science. In this context, translation is regarded as an art which depends into the skills

required by the translators to practice it, while as a science it concerns with theory and how to apply it in performing this process. Translation has been defined differently by different theorists and scholars according to their perspective and point of view towards this process and how it can be conducted appropriately.

According to Larson (1984:4) translation is as a task in which the meaning of the text in the source language (SL) can be discovered by finding the appropriate equivalent and re-expressing that meaning in a text of the TL. For Bell (1991:13) translation is a process or result of information from one language or language variety into another which aims at reproducing as accurately as possible all grammatical and lexical features of the source language by finding equivalents in the target language. Bell (ibid) suggests three distinguishable meanings for the word translation: (1) translating: the process (to translate, the activity rather than tangible object), (2) a translation: the product of the process of translating, (3) translation: an abstract concept with includes process of translating and the product of that process. While Farghal and Shunnaq(1999: 2) consider translation as a project of transferring meaning from source language (SL) into target language (TL) in which translator must deal with two key aspects such as transferring between two languages and finding and capturing an appropriate meaning in TL.

What is known about translation is largely based upon different studies that investigate how this process is conducted successfully and efficiently. In this context, Aziz and Lataiwish (2000: 11) define translation as a process of replacing a text in SL by another one in SL and finding a proper equivalence. Moreover, they affirm that the translated text is said to be equivalent to the source text in meaning. But Colina (2015:3) deals with translation as a process and product resulting from, transferring or mediating written text of different length from one language into another one taking into account the different grammatical, semantic and pragmatic and cultural aspects between two languages. . While House (2018:9) sees translation as a procedure where an original text which is usually called (SL) in replaced by another text in a different language which is called (TT) through which different languages and cultures between two or more societies are transferred.

3. Translation between Theory and Practice:

In recent years there has been a significant and an increasing attention towards Translation Studies (TS) by scholars because they have identified the importance of theorization in TS and its role in clarifying and simplifying the translation process and to what extent it is directly associated with practice. All theorists agree up on a view that theory supports the translators' awareness of translation process to reach a clear message in TT and to be understood by readers or audience. In many studies on theory, different views have been found which emphasize the critical link between theory and practice and how it is significant to perform a good practice through a clear theory.

Newmark(1981:19) clarifies that translation theory is mainly concerned with shaping appropriate translation methods, strategies or techniques for the widest range of texts. It also provides a framework of principles and steps for translating texts, criticizing them. He also affirms that theory concerns with translation strategies that can be adopted to overcome translational difficulties.

In the same context, Graham (1981:24-26) confirms that any considerable theory of translation adopts some formal inquiry regarding the general principles which clarify and specify a method of study. Furthermore a comprehensive theory of translation which involve a practical evaluation procedure, thus when generalizations are globally applicable they become principles, norms and rules to govern the translation process. According to Bell (1991:24) " theory is defined as an explanation of a phenomena, the perception of system and order in something observed. From the observation, data is collected to explain the theory which will lead to a model". **Figure(1)** shows how theory leads to a model based on data collected.

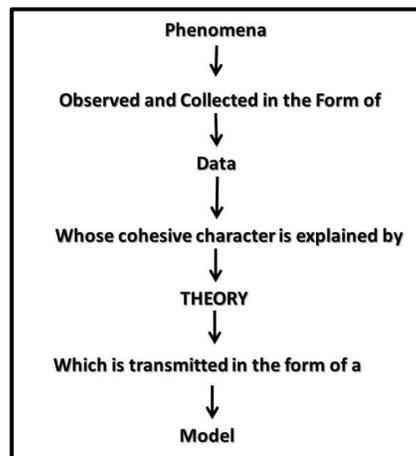


Figure 1: Bell's Translation Model as a Product of a Theory

Shaheen (1991:10) emphasizes that the value of translation theory in actual practice is an important topic of debate in recent research, but there are some skeptics who doubt the practical value of translation theory. Theory and practice are complementary to each other and when the translator practices her/ his skill must be aware of certain theoretical strategies which can help s/he with alternatives leaving his making the decision. On other hand, Snel Trampus (2002:38) highlights that teaching translation is not as the same as of teaching a foreign language because it deals with a highly dynamic complex activities, thus teachers of translation search of what may help in making students aware of the possible methods and strategies can be used in translation process and develop students' self-confidence in performing this process successfully.

As far as theory is concerned, Boase-Beier (2010:25-26) emphasizes that theory is useful for translators as an aid to creativity, enables them how go beyond unquestioning view of translation and give them the confidence to try out methods, strategies and techniques in translating ST with a certain degree of closeness and acceptability.

In this perspective, Williams (2013:20) affirms the that there are seven goals of translation theory as follows: **description** " describe what translators do, what strategies use and roles they play", **explanation** "to provide an explanation for the causes, process and/or effects of translation", **prediction** " it enables us how translators are likely to act or what translations will look like under certain circumstances", **assistance for translators** " it provides solutions for translation practice", **provides a paradigm for research in TS** " drawing a framework within which whole programs of research can be proceed", **establishes criteria for the evaluation of translation** " it helps providing a practical evaluation procedure for translation process" and **provides analytical tool to understand and critique global trends** " this goal reaches beyond of the discipline itself and offers the methods and insights of TS to a wider scholarly community".

4. Novice Translators' Competence.

Much has been written about translation competence that novice translator (NT) must possess when s/he initiates translation process. Translation process is considered as a complex process including different tasks that must be taken into account by the translators such as: understanding, processing and reconstructing the text in the TL. This task

needs different competences to reach a good result in rendering the ST and clear message for the receptor. As novice translators in their learning steps of translation and mastering translation skills, they must have certain competences that help to perform this task successfully.

A considerable amount of studies has been published on translation competence. These studies show how it is important to develop the competence and skills of novice translators according to a perfect designed program. One of the most prominent theorists Pym (1992:28) who emphasizes the role of translation competence and gives a definition for it as " the ability to generate a target text and select the appropriate meaning with justified confidence, and proposing the target text as a replacement of the SL for specific purpose and reader".

In other words, Shuttleworth and Cowie (1997:26) consider translation competence as a linguistic resource and ability which a translator will depend on while looking for translational solutions during a process of translation overcoming the translational difficulties. For Presas (2000:29) translation competence could be defined as " the system of underlying varieties of knowledge and ability, whether this knowledge is declarative or operative, which both are required for translation process. The simple observation of the translation process reveals that the translator effectively organizes knowledge and skills of very diverse kinds: **knowledge of the two languages, knowledge of the real world and of the material, the ability to use tools such as dictionaries and other sources of documentation, cognitive qualities such as creativity and attention, or the capacity to resolve specific problems**". While Deeb(2005:29) defines translator's competence as a basic ability to deal with texts as a translator through which the text is rendered in the most appropriate way from one language into another".

Briefly, All definitions refer to the translator's competence as his/her ability to manage the translation process which mainly requires skills in both languages which include processing skills and transferring skills. In this regard, Deeb(ibid) emphasizes that we need to differentiate between two types of competence, the first one is bilingual competence which develops their competence in both languages, while the second one is called translation competence which can be built up through certain training program designed to improve the translator's skills effectively and produce clear SL message for the receptor.

There are some characteristics of translation competence that must be taken into account by the translators and translation teacher as they design a translation course. These characteristics help novice translators to possess an overview of all aspects related to competence which effect positively or negatively on their performance. In this perspective, Neubert (2000:4) mentions seven characteristics of translation competence as follows:

1. **Complexity:** It is an aspect which distinguishes translation competence from other disciplines.
2. **Heterogeneity:** It means that translation task requires skills which may not be needed in other academic learning activities.
3. **Approximate:** It refers to the translator's ability to approximate the subject area or finding the an appropriate meaning because translator is not fully aware and competent in all fields s/he deals with.
4. **Open-ended:** This feature means the help that translators need as they start the task of translation such as advice from an expert or a resource in case of their inability to reach acceptable translation.
5. **Creativity:** It is also called derived of guided creativity which refers to translator's ability in devising a new content/form or signified/ signifier relationship and simplifying the translation task.
6. **Situationality:** This feature includes achieving the desired result which requires an awareness of the situationality of translation. It also refers to the old situations and entirely the new ones.
7. **Historicity:** This feature means that the history of translation is full of changes in the ways the translators have approached their task.

In brief, It is concluded from these features that they are linked to each other in the task of translation when the translator competence is employed appropriately in ST comprehension and TT production.

As far as novice translator is concerned, Hassan (2014:3) mentions that three steps must be taken into consideration when s/he works in the field of translation as follows: **analyzing of syntactic and semantic structures of both texts, transferring form the SL into the TL and reconstructing the form of the translated text.** All three steps are crucial for novice translator because they are considered as a strategic steps taken to produce TT message efficiently. To perform translation task, a novice translator has to take them into account step by step to produce a message understood by receptor.

Albir (2017:20) confirms that there are five types of translation competence such as (1) **Linguistic competence** in the two languages, composed of source language comprehension and target language production whether in written for a translator or oral for an interpreter;(2) **Extra-linguistic competence**;(3) **Transfer competence**, means how to understand the original text and reproduce it in the target;(4) **Professional competence** consists of knowing how to document, how to use new technologies and knowing the job market;(5) **Strategic competence**, conscious and individual procedures used by translators to solve problems faced during the translation process according to their specific needs. As far as transfer competence, it is regarded as an unique type because it is the core stone of rendered the message from the ST into the TT.

5. Student's Performance in Translation.

In any educational context the performance of the student used to assess the progress of learning and teaching activities output and indemnify points strength and weakness in both these activities. Such performance needs an improvement in order to reach the aims drawn by instructor because this performance will identify the gap between the students' outcome and teacher's efforts. For Shuttleworth and Cowie (ibid:124) translation students' performance is the ability of translating an text as opposed to the system of translational possibilities between the SL and TL systems, and the ability to manage the translation process properly in rendering the ST.

Campbell (1998:8-9) says that in translation process, student's performance can be measured at the end of this process and how the student managed this task successfully, also it is used to as the translation quality which is regarded as an indicator of competence because this performance is the image of the translator's competence in this process. Moreover, he asserts that all debates over the translation quality assessment center on student's performance and the translational efforts made by her/him to translate the ST taking into account acceptability of the output and the models used in teaching translation.

Hajazi and Raza Naqvi (2006-2) highlight that student's performance is always affected by certain factors such as learning abilities which have an significant effect on their outcome in this reaching the goals of the process of leaning. Moreover, student's performance depends on different socio-economic, psychological, environmental factors that affect it directly or indirectly whether negatively or positively.

6. Teaching Translation for Novice Translators.

There are a broad controversial debates over translation teaching because of the disagreement on a unified syllabus at the departments of translation all over universities and academic institutions. The purpose of depending on a comprehensive and unified syllabus is to help the students or in other words the novice translators improve their translation competence and expand their command in both languages. Theorists, scholars and curriculum designers have made significant efforts to improve the status of translation pedagogy because a little attention has been paid to translation teaching and interpreting.

One of the most important figures in the field of teaching translation and curriculum designer is Kiraly (1995:33) who states that teaching translation has received a greater attention after the growing importance of translation in the world and significant demand of translators in different fields. Moreover, there is a huge gap between classroom practice and understating of translation process and translator's competences required by the students for bridging this gap.

Kiraly(ibid) suggests new ideas in translation pedagogy inside the classroom which play a significant role in teaching translation for the novice translator in classroom as follows:

(1) moving from teacher-centered to student-centered teaching,(2) using teaching methods that raise responsibility, independence, and the ability to find alternatives,(3) using methods such as role-playing and simulation that create a greater sense of realism thus generate enthusiasm and overcome inactivity, (4) developing of creativity and encouraging collaboration through small-group techniques,(5) giving students tools for using parallel texts and textual analysis to improve translation,(6) teaching translation as a realistic communicative activity,(7) adopting new methods to translation assessment,(8) developing a sense of profession through a straightforward courses in translation studies that improves comprehensive translation principles and attributes them to translation practice.

In this context, Mason (2004:82) emphasizes that teaching translation in courses must include an integrated directions in order to develop the skills and abilities of the novice translators in a gradual process. This task must be coordinated between the teaching staff and curriculum designers in order to reach one goal and cover comprehensive courses. She recommends translation courses during four academic years as follows:

(1) introduction to TS at first year/two semesters,(2) theory of translation and Interpreting at third year/ two semesters,(3) history of translation at fourth year/two semesters,(4) theory of translation at fourth year/ two semesters, and (5) TS methodology at fourth year, one semester.

For Malmkjaer (2004:1) the place of teaching translation in the translation programs comprises a solid stress on education as well as training and on research application. Also he asserts that there is a strong connection between translator's skills and competence and the pedagogy of translation for the untrained translators because the courses will focus on to what extent those translators are competent in mastering this task.

While Hatim (2013:174) explains that teaching translation involves varied activities during which novice translators can develop their competences . In all of this, a number of tasks in the field of translation pedagogy are usually performed which are integrated into each other such as (curriculum design, materials writing, course delivery and implementation) that have a positive effect on the translator's performance because his/her practice depends on theoretical aspects designed in that course.

According to Hubert(2017:56) that act of translation must be approached from a linguistic standpoint and then to a more cultural one. In addition to that, the students must be introduced into a set of tools, strategies and techniques in order to help them moving from a common tendency of translating in an extremely literal into a more accurate and interpretive approach to the production of translation efficiently. And More emphasis has been put on the use of dictionary to find the word meaning in which teaching translation will result in creating a new text and not simply a transfer of sense from one language into another.

7. Strategy in Translation?

Translation in a broader sense as a written translation or interpreting is a complex task which requires highly cognitive processing of the information in the ST. As translation problems arise when the translator initiates the task, he has to find a way to cope these difficulties and render the text sufficiently. One of the most essential way that can be employed by the translator is the translation strategies. In this context.

For Krings (1986:18) translation strategy as "translator's potential plans for explaining real translation problems in the context of a actual translation task,". Moreover, Loescher (1991:8) defines translation strategy as "a theoretically conscious technique for solving a problem faced in translating a

text, or any segment of it." As it is stated in this definition, the notion of consciousness is significant in distinguishing strategies which are used by the learners or translators.

Jaaskelainen (1999: cited in Ordudari, 2007:3) considers strategy as "sequences of competencies and abilities, a set of steps or processes that favor the acquisition, storage, and/or utilization of information." He sustains that strategies are "empirical and flexible in nature, and their adoption indicates a decision influenced by modifications in the translator's objectives." Taking into account the process and product of translation, Jaaskelainen(2005:cited in Ordudari, 2007:3) splits strategies into two major groups: some strategies relate to what happens to texts, while other strategies relate to what happens in the process.

While As-Safi(2011:47) defines translation strategy as a procedure for solving a problem faced in translating a text or a segment of it. He also divides strategies into two types based on the problem levels whether with micro-level or macro-level that the student encounters them during translation process, therefore he typologies two types of strategies such as: **local strategy** which deals with a text segments while **general strategy** deals with the whole text.

7. Collaborative Learning Strategy CLS in Translation.

Teaching translation is not an easy task for both teachers and students, thus of the methods, techniques and strategies must be explained for the students in order to overcome translation difficulties they face in learning this task. Collaborative Learning Strategy (CLS) is one of the strategies employed and praised by the translation teachers in teaching translation process. Both learning and teaching are complementary to each other in the education context, so group learning has been recommended by many theorists, scholars and translation teachers because of the positive effect.

Kelly (2002:94) says that active student participation in the learning process is frequently seen as a method for overcoming some of these educational traditions since it emphasizes on the inter-reliant, social nature of education and give the students the opportunity to solve the problems s/he faces in this context. Moreover, Bruffee(1993 cited in Kelly, 2002:94) stresses on the importance of the CLS in learning and teaching context and to what extent this strategy is effective in developing the students' skills and knowledge. Regarding the collaborative strategy in the learning context, Bruffee mentions:

Collaborative learning is a reacculturative process that helps students become members of knowledge [discourse] societies whose common possessions is different from the common possession of the knowledge societies they already belong to.

The effectiveness of collaborative learning (CL) is substantial because of the positive results appeared in the students' performance and how this strategy played an important role in developing their self-confidence and ability in managing such task. Panitz (1996:13) defines collaborative learning as follows:

Collaborative learning is considered as a personal philosophy, not just a classroom technique, in which participants come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions in performing certain task. There is a sharing of authority and acceptance of responsibility among group members for the groups actions.

This definition of CL refers to the importance of the students' ability and contribution in a group work and how the CLS is needed in performing the task effectively, so there are certain principles in the CL which must be taken into account in both learning and teaching contexts. It also emphasizes the benefits of group work to share the responsibility of action among the group members.

Based on what has been mentioned above regarding the CL and how it relates to the students' efforts and ability to accomplish their goals, Setyowati (2013:15) explains that there are five principles of CL in the educational environment which can be achieved when the students as they implement the process cooperatively, thus it is clear that cooperative learning can be part of CL. These principles are:

- 1. It reflects a personal philosophy**
- 2. The participants work in teams cooperatively.**
- 3. The participants share the knowledge and ability.**
- 4. It is not a matter of competition, but an achievement.**
- 5. Each participant gives his contribution.**
- 6. Their Decisions built on compromise.**

Warren (2010:4) shows collaborative learning strategy embraces vast promise for improving student learning and stimulating college teaching. It is a flexible and adaptable methodology appropriate to any discipline. Thus,

implementing collaborative learning practices will make better students, expand teaching staffs' awareness of best teaching methods. Collaborative learning's primary goal is positive interdependence which means the ability of the participant to become a sharer of knowledge rather than a mere consumer. Collaborative learning may be more effective than traditional methods of pedagogy because it inspires students to become more active and more involved participants in the learning process.

Since the students reap significant benefits from the adopting CLS in different disciplines, this strategy reveals an outstanding progress in learning translation because it helps students to solve the translation problems they face collaboratively through exchange the information among them to reach a clear translation.

8. Empirical Field of the Study.

8.1 Designing of the Questionnaire:

This study includes an empirical field which is represented by a statistical analysis of the data collected from the an Another method of data collection in this study is the questionnaire. It contains (20) closed- ended items that each subject is asked to answer with one of the four options: strongly agree, agree, neutral, disagree and strongly disagree. The questionnaire has been administered after the applying the CLS in the classroom in order to check students' performance when they translate two journalistic texts collaboratively. This questionnaire is used as a tool to see how this strategy is seen by the students and to what extent is effective on their translation output.

Brown (2007:6) defines questionnaires as any written tools that given to respondents with a series of questions or statements to which they are to respond either by writing out their answers or selecting from among existing answers". As far as the benefit of a questionnaire is concerned, it enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis. Moreover, Dornyei (2003:9) highlights that the questionnaire has advantages in terms of the researcher time, efforts and financial resources. In such a case the researcher can get a huge amount of information in few hours that can be analyzed and yield accurate result.

8.2 Data Analysis:

The data of the study have been analyzed statistically, and the scoring scheme in this analysis has been done by giving numbers for each option

in the questionnaire (1-5): 5 for "strongly agree", 4 for "agree", 3 for "neutral", 2 for "disagree" and 1 for "strongly disagree". Based on this distribution, the frequency of each response will be determined.

Statistically, the data are analyzed based on the frequency of each response " coefficient midst " and " percentage weight ". Consequently, Fisher (1956 :327) suggests a formula through which the average of each item in the questionnaire can be found and to obtain knowledge of strength and weakness of each item, the following special formula can be adopted:

$$1r \times 5 + 2r \times 4 + 3r \times 3 + 4r \times 2 + 5r \times 1$$

$$\text{Coefficient midst} = \frac{\text{Total number of repetitions}}$$

Where:

1r = repetition of the first answer (strongly agree) and its value (or degree) is 5,

2r = repetition of the second answer (agree) whose value is 4,

3r = repetition of the third answer (neutral) whose value is 3,

4r = repetition of the third answer (disagree) whose value is 2

5r = repetition of the third answer (strongly disagree) whose value is 1; and the total number of repetitions means the sample size which is (30 students).

To change the 'coefficient midst' of each item into percentage or what is called percentage weight, as stated by Al-Ghareeb (1970:77), the researcher made use of the following formula:

$$\text{Percentage Weight (PW)} = \frac{\text{Coefficient Midst (CM)}}{\text{Maximum value}} * 100$$

Maximum value = Maximum degree in the questionnaire is (5).

Table (1) The Frequency of each Option in the Students' Questionnaire.

The Impact of Collaborative Learning Strategy on Novice Translators' Performance in Written Translation: A Case Study *مجلة آداب الفراهيدي*

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العدد (٣٥) أيلول ٢٠١٨م

Item	Frequency of 1 st option (Strongly Agree)	Frequency of 2 nd option (Agree)	Frequency of 3 rd option (Neutral)	Frequency of 4 th option (Disagree)	Frequency of 5 th option (Strongly Disagree)	Coefficient Midst CM	Percentage Weight PW
1	17	12	0	1	0	4.5	90
2	13	16	0	1	0	4.3	86
3	6	19	3	2	0	3.9	78
4	10	19	1	0	0	4.3	86
5	14	12	2	1	1	4.2	84
6	13	12	2	3	0	4.1	82
7	15	9	6	0	0	3.3	66
8	10	3	15	0	2	2.6	52
9	10	11	3	4	2	4.2	84
10	12	12	5	0	1	4.4	88
11	17	9	4	0	0	4.4	88
12	11	16	2	0	1	4.2	84
13	6	17	5	2	0	3.9	78
14	18	9	4	0	0	4.6	92
15	0	0	5	15	10	1.8	36
16	11	12	4	2	1	4	80
17	7	10	7	3	3	3.5	70
18	10	12	6	0	2	3.9	78
19	13	11	4	2	0	4.1	82
20	16	7	6	1	0	4.2	84

Item 1 :

This item ranks 2nd with value (4.5), and percentage (90). This refers that the students prefer tend to use this strategy in order to improve their performance as they translate collaboratively. This learning strategy gives them an opportunity to enhance their translational ability as they collaborative. It is obvious that leaning by groups will have a positive results, thus in learning translation the result will remarkably appear in the

students' performance. Their task can be applied in teaching translation to improve their translation abilities and reach good output.

Item 2 :

This item takes the rank 4th with value (4.3), and percentage (86). The majority of the students find that applying such learning strategy in translation context is a demand because this strategy will help students to manage the translation task successfully. As well as the students see CLS is very important to render the ST clearly. This percentage is reflected in the learning outcome and to what extent the students are able to manage such task with requires good understanding of both languages.

Item 3:

This item takes the rank 8th with value (3.9) and percentage (78). This refers that the students do not pay attention to the importance of the item, so they utilize it as they need and see it is enough for them to manage such task. The time factor is critical only in the task of interpreting because there is a time lime in that task and the interpreter is obliged to interpret while in this task the situation is different. The percentage is not high because the students because the student did pay attention to the time factor because there is no time limit to translate the ST.

Item 4:

This item has the rank 4th with value (4.3) an percentage (86). The communicative competence of each student is important to perform this task properly, while the students collaboratively translate they will possess significant competence as a group because each one will give his rendering to reach a final message. The communicative competence is seen as a perquisite for each student whether translates individually or in groups. This item refers that the students are aware of the important of communicative competence which is manifested in their ability and knowledge to manage such task.

Item 5:

This item has the rank 5th with value (4.2) and percentage (84). The CLS is one of the most important teaching methods that can be applied in teaching and learning translation. The students consider this strategy as a motivation and encouragement to perform the task of translation effectively because translation in groups will inspire them to exchange information and render the ST successfully.

Item 6:

This item takes the rank 6th with value (4.1),and percentage (82). This percentage is acceptable as the students see the CLS will improve their attention when they translate collaboratively. This strategy will require less attention as they translate in isolation because the attention of each student will interfere with other's attention to find an appropriate translation for the ST.

Item 7:

This item takes the rank 10th with value (3.3) and percentage (66). This is an important indication of the students' knowledge of the importance of the context on the translation process and how it effects in explaining all the aspects of the sentence. The do not have a theoretical background on the context and how it guides them to choose some words as they rendering the ST.

Item 8:

This item takes the rank 8th with value (2.6) and percentage (52). The percentage is low because the students see that they will need to use dictionaries whether electronic or paper ones. The students can't dispense with them when they translate individually or collaboratively in order to fine an appropriate equivalents for the ST. Half of the students disagree with this item because they realize the impact of the dictionaries as helping tools for the students in the translation tasks.

Item 9:

This item has the rank 5th with value (4.2) and percentage (84). This percentage refers that the students prefer to collaborate in translating the ST in order to manage the task successfully as they rendering this text. This CLS improves that the students will improve their translation competence when they manage this task in groups because this will help them overcoming the translation difficulties.

Item10:

This item has the rank 3rd with value (4.4) and percentage (88). The percentage clarifies that the students see this CLS helps them to improve their linguistic competence which is one of the competences required by the novice translators. As they translate collaboratively they will help each other to face the linguistic difficulties so this strategy will help them to develop their linguistic competence.

Item11:

This item has the rank 3rd with value (4.4) and percentage (88). This study proves that CLS has a positive effect on the students' performance because it plays significant role in developing their self-confidence. As they translate in isolation they have no confidence with themselves because the lack of knowledge and less ability they possess individually.

Item12:

This item has the rank 5th with value (4.2) and percentage (84). Because of the positive results of the CLS the majority of the students believe that this strategy helps the students if they do their homework or assignments in groups because it gives them the opportunity to overcome the translational difficulties. In this strategy, the students will correct for each other and assess the performance in order to give an understood message. The CLS has a significant impact in learning translation or any other disciplines in the educational context.

Item13:

This item takes the rank 8th with value (3.9) and percentage (78). The students have to master both languages in order to manage the translation task successfully. In this study, two texts have been used to see the translation ability of the students from in English into Arabic and vice versa. According to this item, the students see it is a must to master both languages in order to possess full understanding of linguistic, cultural and pragmatic aspects.

Item14:

This item takes the rank 6th with value (4.6) and percentage (92). This item is the highest value and percentage in the questionnaire because the students see that exchanging vocabularies among them when they translate in groups has a good results. The competence and knowledge the students have will be supported by this strategy and their abilities to manage such task. Exchanging of vocabularies is regarded as a demand in the translation process in order to facilitate the task.

Item15:

This item takes the rank 10th with value (1.8) and percentage (36). This item is the lowest value with percentage because the translation teachers do not follow appropriate teaching methods in order to simplify the translation task which requires good understanding of the languages the translate. This item shows that the students do not find an encouragement to employ such

strategies in learning translation. This refers to the reliability of the study and to what extent this strategy is crucial in teaching and learning translation.

Item16:

This item takes the rank7th with value (4) and percentage (80). Most of the students have no idea about the theoretical part of translation and what are the teaching methods which can be used by the teachers . These methods are very important in the educational contexts because they help both the teachers and learners to overcome the difficulties they may face. Teaching according to such strategies or techniques will develop the learners' performance significantly.

Item17:

This item takes the rank9th with value (3.5) and percentage (70). This percentage in is not encouraging because all the students were not taught any theoretical part including theory of translation. This part is essential at the third stage because it provides the students with everything needed in to manage the translation task successfully. Teaching theory is very important in the translation courses in order to provide the students background knowledge concerning the translation task and how can managed efficaciously.

Item18:

This item takes the rank8th with value (3.9) and percentage (78). This indicates that the students see the learning by groups will save time when they employ the CLS because when the students translate in isolation it will take time if s/he faces translation difficulties. The time frame will be reduced as they translate collaboratively.

Item19:

This item takes the rank6th with value (4.1) and percentage (82). This strategy plays great role in bridging the communication gaps among the students themselves because when they translate in isolation no communication is achieved for exchanging the information. It also has remarkable effect in connecting students with teachers to and render the ST successfully.

Item20:

This item takes the rank5th with value (4.2) and percentage (84). This item refers that the students prefer to learn the new teaching methods in the field of translation. This can be conducted by the translation teachers

because the majority of them do not tend to employ such methods in teaching translation. Most of them use the tradition teaching methods neglecting the theoretical part which regarded a basic aspect in the educational context.

*Below Table (2) shows the CM and PW for each item in the students' questionnaire.

Table (2) Coefficient Midst and the Percentage Weight of the items in the Students' Questionnaire

Rank	Item Number in the Questionnaire	Items	Midst Coefficient	Percentage Weight
1 st	14	Have you found that exchange vocabularies during the translation of the text with your colleagues will improve your knowledge about the text ?	4.6	92
2 nd	1	Do you find applying collaborative strategy in translation useful to you in your learning?	4.5	90
3 rd	10	Do you believe that learning by groups will improve your linguistic competence?	4.4	88
3 rd	11	Do you think that using such strategy will improve your self-confidence positively?	4.4	88
4 th	2	Do you believe that collaborative strategy should be used in learning translation?	4.3	86
4 th	4	Do you think that learning by groups can improve your communicative competence?	4.3	86
5 th	5	Do you think that using this strategy in class encourages collaborative learning among students?	4.2	84
5 th	9	Do you sometimes face translation difficulties when you translate individually in finding an appropriate equivalent?	4.2	84
5 th	12	Do you advice your colleagues to translate their assignments collaboratively?	4.2	84
5 th	20	Do you encourage your teacher to follow the teaching methods of translation and facilitate the process of translation.	4.2	84

The Impact of Collaborative Learning Strategy on Novice Translators' Performance in Written Translation: A Case Study

مجلة آداب الفراهيدي

Assistant Lecturer Gailan Mahmoud Hussein

Assistant Lecturer Abed Khalif Salih

العدد (٣٥) أيلول ٢٠١٨م

6 th	6	Do you believe that applying collaborative strategy in class will enhance your attention?	4.1	82
6 th	19	Do you believe that collaborative strategy helps bridging the communication gaps between students themselves and teachers.	4.1	82
7 th	16	Do you believe that using of strategies, techniques and procedures will help students overcome translation difficulties.	4	80
8 th	3	Do you think that learning by collaborative strategy helps you in utilizing your time?	3.9	78
8 th	13	Do you find it easy to translate in both directions from English into Arabic and vice versa by applying this strategy?	3.9	78
8 th	18	Do you believe that learning by groups will save time during exams for both teachers and students?	3.9	78
9 th	17	Do you think teaching theory of translation is required for students of third year as the fourth year students to have wide knowledge?	3.5	70
10 th	7	Do you think that context will be understood clearly when the sentence is translated collaboratively ?	3.3	66
11 th	8	Do you think that students will not need smartphones whether (electronic or paper versions) when they translate the text collaboratively.	2.6	52
12 th	15	Do your teachers encourage you to follow such strategy in translating your assignment?	1.8	36

The two journalistic texts used in pre-test (individual test) and post-test(Collaborative test):

Arabic Text:

أعلن الرئيس الأمريكي دونالد ترامب، الجمعة، انه قد يحضر افتتاح السفارة الامريكية التي قرر نقلها من تل ابيب إلى القدس. حيث من المتوقع ان افتتاحها في ايار المقبل. حسب وزارة الخارجية الامريكية. ورحب ترامب بالاجتماع التاريخي بين زعيمي كوريا الشمالية وكوريا الجنوبية واتفاقهما على العمل من اجل انتهاء الحرب و تحقيق السلام هذا العام. لكنه قال انه لن يكرر اخطاء ارتكبتها ادارات سابقة وسيواصل الضغط على بيونغ يانغ لحين تنفيذ نزع السلاح النووي.

English Text:

Syria's Foreign Ministry said the joint US, UK and French airstrikes were a violation of international law and the principals of UN charter" according to the state-run Syrian Arab News Agency. Syria calls on the international

community to strongly condemn this aggression, which will lead to nothing but the igniting of tensions around the world and create a threat to international peace and security as a whole," the Ministry said.

Individual Student's Performance:

Subject1:

On Friday, the American president Donald Trump has announced that he may join the opening of American Embassy which decided to transport it for Tal Abee to Jerusalem where it's predicable that its opening on next May, according to American foreign ministry. Trump has welcomed the historical meeting between the two leaders of north and south Korea and their agreement on working to end the war and achieve the peace this year, but he said that will not repeat mistakes vomited by last administrations and he will keep the pressure on Pyongyang until the implement of disarmament of nuclear weapons.

ذكرت وزارة الخارجية السورية بان الضربات الامريكية البريطانية والفرنسية المشتركة كانت انتهاك للقانون الدولي ومبادئ الأمم المتحدة بحسب وكالة الانباء العربية السورية، وجعت سوريا المجتمع الدولي لإدانة هذا العدوان وبقوة التي لن يقود إلى سوء تأجيج التوتر حول العالم وخلف تهديد للسلام العالمي والامن بالكامل.

Subject2:

The president Donald Trump has declare on Friday he may attending US embassy opening it which transfer from Telabab to Jerusalem where expectations opening the embassy in the next may according to the state department. Donald Trump has receive in historical meeting between to leader of Koreya an agreement on the work for war ending and making peace in the year, but he said will not repeated the errors last administration and keeping the pressure on Beugeang nature disarm nuclear weapons.

صرح وزير الخارجية السوري بان الولايات المتحدة الامريكية وبريطانيا وفرنسا مشتركة بضربات جوية عنيفة وفقاً لميثاق الأمم المتحدة وفقاً لما اعلنته وكالة الانباء السورية. ودعت سوريا بلدان العالم ادانت هذا العدوان بقوة الذي سيقود إلى زيادة التوتر حول العالم ويؤدي إلى تهديد امن وحماية العالم أجمع كما صرح الوزير.

Subject3:

The advertise US President Donald Trump, Friday, he may attend the opening of ampass American which has decided to move from Tel Abib to Jerusalem where it is expected it will open in may according to the ministry

of foreign American. Welcomed Trump the meeting of historical between leaders North Korea and South Korea and their agreement to work to end the war and achieve peace this would, but he said he would not repeat mistakes he made former administrations and will continue to put pressure on Pyongyang until nuclear disarmament is carried out.

وقال وزارة الخارجية السورية ان الهجوم الجوي المشتركة المتحدة والغارات الجوية الفرنسية كانت تجاوز للقانون الدولي ومبادئ ميثاق الأمم المتحدة وفقاً لوكالة الانباء السورية الرسمي التي تديرها الدولة. دعت سوريا المجتمع الدولي إلى ادانة بشدة هذا العدوان كل هذا يؤدي إلى شيء ولكن اشعال من التوترات في جميع انحاء العالم ويخلق تهديد على الاسلام والامن الدوليين ككل على حسب قول الوزارة.

Subject4:

Declare president Trump frayday, that may attend the opening of the US embassy, which decided to be transferred from tel Aviv to Jerusalem where is expected that opening to the US state Department. Trump welcomed to meet the historical between the leaders of North Korea and South Korea agreement to work in order to end the way, and achieve peace and this year, but he said he

would not repeat mistakes committed by the department of a precedent will continue to the pressure on Pyongyang until the implementation of nuclear disarmament.

قالت سوريا بان وزارة الخارجية مشتركة بيننا في ضربات المملكة المتحدة و الفرنسية الجوية كانت تستعمل على انتهاك القانون الدولي لمبادئ ميثاق الأمم المتحدة وفقاً للتي تديرها الدولة لوكالة الانباء السورية. سوريا تدعو المجتمع الدولي بان تدين بشده هذا العدوان التي تؤدي إلى سوى اشعال كبير من التوتر في جميع انحاء الاماكن المسيطر عليها، التي قالت الوزارات فيها.

Subject5:

The president of America Donald Trump Friday bring opening embassy, he decided transfer from tel abeb tp al-qudis where is expected opening in ma, according to minister of foreign affairs. Trump welcomed history ben present north Korea and south Korea and thim agreed from work to end the war and investigation peace in the year, but he said he did not agean committed errors administrations precedent and he continued pressures on pyangong when implementation of unclear weapon.

علق الوزير الاجنبي في سوريا على تدخل امريكا وبريطانيا و فرنسا و ضرباتها الجوية العنيفة في القانون العالمي وميثاق مدراء الولايات المتحدة. حسب ما ذكرت وكالة الاخبار العربية واتصلت سوريا وادانت بشدة العدوان على سوريا التي اشعلت التوتر حول العالم وخلق السلام في العالم والامان ايضا كاملا حسب قوله.

Subject6:

Advertise president American (UK) Friday, he may attend meeting Embassy decided transferred from Tel Abeb which Jerusalem, and from expected opening in May next month from translate of state American. Trump welcome meeting historical between leaders Korean north and south and agreed on work from end war achieve the peace in this year but he said don't repeat the false.

قال وزير الخارجية ان سوريا انضمت إلى الدول المشتركة الولايات المتحدة والمملكة المتحدة وفرنسا انهم سيساهمون في شن غارات جوية لإنهاء الحرب والحساسيات لميثاق الدول وفقاً لوكالة الانباء السورية. يدعو المجتمع الدولي الذي لن يؤدي إلى شيء ويخلق التهديد والسلام الامني ككل حسب قول الوزير.

Collaborative Students' Performance:

(Six-Student Group's Translation)

On Friday, the American president, Donald Trump has declared that he may attend the American embassy opening that he decided to place it from Tal Abeeb to Jerusalem, where it is expected to be opened next May, according to the State Department. Trump has welcomed the historical meeting between the leaders of North Korea and South Korea, and their agreement on working to end the war and achieving the peace this year, but he said that he will not repeat mistakes committed by last administrations and keep the pressure on Pyongyang until the implement of the removal of nuclear weapon.

صرحت وزارة الخارجية السورية بأن الضربات الجوية الامريكية البريطانية والفرنسية المشتركة كان انتهاك للقانون العالمي ومبادئ ميثاق الأمم المتحدة، بحسب ما ذكرته وكالة الانباء السورية. ودعت سوريا المجتمع الدولي إلى ادانة هذا العدوان وبقوة، الذي يقود لإشعال التوتر حول العالم ويخلق تهديد للسلام والامن العالمي يشمل عام كما صرحت به الوزارة.

9. Conclusion:

Collaborative learning is one of the most important teaching methods used in the educational environment in order to get positive results because it helps students achieve their task sufficiently. Moreover, CLS is not mere a strategy used in teaching translation but it helps both teachers and students to manage such task and give a good rendering for the ST. This strategy is a new teaching methods which has very effective impact on the students' performance. The CLS can be offered in the courses of teaching translation or translators training courses to give them the opportunity to participate in groups to find a proper translation when they translate collaboratively.

In this study, the questionnaire has been distributed to 30 student after they have experienced the individual and collaborative performance in translating two texts from English and Arabic and vice versa. The analysis of the questionnaire shows that the students tend to employ this strategy because it develops their performance significantly and facilitates the task of translation.

It has been concluded that the students' performance can be improved gradually when they are taught according to a specific teaching method not for competition but for achieve the task successfully. In this Strategy, the students share the knowledge and ability to perform the their assignment in order to give good output collaboratively. The researchers recommend other translation teachers to teach the students according to a comprehensive teaching method in which the students can combine their efforts to translate successfully and overcome all translation difficulties that might face in translating the ST.

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The Impact of Collaborative Learning Strategy on Novice Translators' Performance in Written Translation: A Case Study مجلة آداب الفراهيدي

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العدد (٣٥) أيلول ٢٠١٨ م

Appendix1 : Students' Questionnaire

No	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Do you find applying collaborative strategy in translation useful to you in your learning?					
2	Do you believe that collaborative strategy should be used in learning translation?					
3	Do you think that learning by collaborative strategy helps you in utilizing your time?					
4	Do you think that learning by groups can improve your communicative competence?					
5	Do you think that using this strategy in class encourages collaborative learning among students?					
6	Do you believe that applying collaborative strategy in class will enhance your attention?					
7	Do you think that context will be understood clearly when the sentence is translated collaboratively ?					
8	Do you think that students will not need smartphones whether (electronic or paper versions) when they translate the text collaboratively.					
9	Do you sometimes face translation difficulties when you translate individually in finding an appropriate equivalent?					
10	Do you believe that learning by groups will improve your linguistic competence?					
11	Do you think that using such strategy will improve your self-confidence positively?					
12	Do you advice your colleagues to translate their assignments collaboratively?					
13	Do you find it easy to translate in both directions from English into Arabic and vice versa by applying this strategy?					
14	Have you found that exchange vocabularies during the translation of the text with your colleagues will improve your knowledge about the text ?					
15	Do your teachers encourage you to follow such strategy in translating your assignment?					
16	Do you believe that using of strategies, techniques and procedures will help students overcome translation difficulties.					
17	Do you think teaching theory of translation is required for students of third year as the fourth year students to have wide knowledge?					
18	Do you believe that learning by groups will save time during exams for both teachers and students?					
19	Do you believe that collaborative strategy helps bridging the communication gaps between students themselves and teachers.					
20	Do you encourage your teacher to follow the teaching methods of translation and facilitate the process of translation.					