The Effectiveness of Cooperative Work Procedure in Enhancing Translation Skills among Saudi Students of Translation at King Khalid University

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Abstract

The present paper aimed at exploring the effectiveness of using the translation techniques, namely, Cooperative Work Procedure. (Gerding- Salas, 2000) on teaching translation courses for the students of translation at King Khalid University. The researcher used two tools to collect data, a translation test, and a questionnaire which were designed by the researcher. The purposive sample of the study consisted of forty-eight students of translation who were assigned randomly to two groups, i.e., experimental and control. One group extensively utilized Cooperative Learning, whilst the other did not. The paper revealed that the utilization of Cooperative learning (CL) in teaching translation courses take an active part in promoting translation students' performance in translating texts. The experimental group subjects' results show positive obtains through the synthesis of Cooperative Learning (CL) in teaching translation courses. Moreover, data from the questionnaire indicated the students of translation have spectra responses towards cooperative learning and a majority of them favored working alone. The study also revealed that nearly all of the students of translation appreciated fully the issue of discussing and debating their renditions tasks with their colleagues while they do not like the idea of working in groups.

Keywords: Cooperative Work Procedure, translation, enhancing, King Khalid University, students

1. Introduction

Nowadays, translation is playing a growingly pivotal role in exchanging expeditiously knowledge, information, and cross-cultural communication. It is also perceived as an effective skill-boosting implement (Melnchunk and Osipova,2017). Markedly, the twenty-first-century classroom has been a paradigm shift in the learning styles of students of translation, and the dynamics of teaching translation has changed accordingly. The role of a teacher of translation is ever-evolving and challenging, trying to stimulate the curiosity of students of translation, satisfying it, and developing the generic translation skills of every learner. In the last few years, one of the rapid progress in developing translation skills among students of translation at the tertiary level because instructors of translation use cooperative learning as a learner-centered method to teach the courses of translation and give reasoning why they use it.

This shifting or transferring indicates a new period in which new translation teaching techniques would provide scope for students of translation to acquire adequate translation techniques when rendering a wide spectrum of text types and genres. The current research paper spotlights on an intercession method applied to the Saudi students of translation in translation course (3), namely," Translating Arabic Islamic Texts into the English Language" in a college setting. (Zainudin and Awal,2012). Prefatory scrutinizes have revealed that these students of translation aim to employ verbal translation methods when rendering Islamic Arabic texts into the English language. Markedly, the verbal translation is achieved word for word, beyond envisaging the content and setting of the intended text. Moreover, in this study, the researcher used interposition methodology which is recognized as the (CWP). This translation technique is employed by the researcher in teaching the course of translation (3) offered by the same college to students of translation as a compulsory course, not an elective one. Moreover, this approach was carried out and organized in teaching the translation, notably, fixed loan translation, importation", verbal translation, shift translation, etc.

1.1 Research Objectives

This research paper attempts to attain the following objectives:

a. To explore the impact of the Cooperative Work Procedure (CWP)in promoting translation skills among Saudi students of translation.

b. To assess the use of Cooperative Learning (CL) technique for teaching translation in the authentic classroom of translation.

c. To explore how Cooperative Work Procedure (CWP) played an effective role in boosting translation students' translation skills both quantity and quality.

d. To probe the impact of adopting a Cooperative Work Approach (CWP) to boosting Saudi translation students' translation skills worked cooperatively.

1.2 Questions of the Study

This research paper attempts to address these three questions below:

RQ1. To what extent is the utilization of Cooperative Work Procedure (CWP) boosting and improving the performance of Saudi University students' translation skills.?

RQ2. Does Cooperative Work Procedure (CWP) have any consequential effect on developing Saudi University students' translation skills?

RQ3. What are Saudi' University students' perspectives on Cooperative Work Procedure (CWP) after providing collaborative learning interposition?

2. Literature Review

2.1 Theoretical Framework: Role of Cooperative Learning Technique in Teaching Translation

The eminent scholars of the translation made very helpful suggestions, pointing that students of the translation may reap great benefits from well-judged use of translation, they asserted that it can be an auspicious skill-boosting tool now seems utterly natural. In recent years, Cooperative Learning (CL) is considered by many renowned translation scholars as one of the most generally used structures of dynamic and outgoing pedagogy, (Zaindin and Awal, 2012). Moreover, the use of this educational approach requires students to work together in a small group cooperatively and collaboratively (Palmer, & Peters, 2010). It is noteworthy that, "Cooperative Work Procedure" as translation methodology was suggested by Dr. Gerding-Salas C. (Gerding-Salas, 2000.). The main purpose of the Cooperative Learning Technique (CLT) that learning is of course a natural social performance that the participants talk among themselves. It is mostly via the debate and conversation that learning takes place. The instructor guides debate and discussion if requires. (Melnichuk and Osipova, 2017). In a Cooperative Learning Technique (CLT), translation students have opened a window of opportunity to talk with peers, in attendance and protect viewpoints, interchange multifarious ideas, and probe other notional frameworks. Students of the translation may reap the great benefit when exposed to divergent standpoints from people with heterogeneous backgrounds. It is a dynamic procedure whereby students of translation comprehend, grasp, and harmonize information rather than simply remember and regenerate it. (Johnson, 1994.p.39). In search of the literature, the researcher found almost numerous studies were carried out in the translation processes, translation theories, translation methods, drastic and rapid changes in translation faithfulness and equivalence as well as Skopos of a translation that grabbed and captured the attention of many scholars in the domains of teaching and translation studies. Markedly, they have always been extensive issues that absorbed the attention of professional translators, interpreters, and scholars. Nonetheless, there are only a few research papers were conducted presenting useful ideas on how to teach translation. In the 1980s, Cooperative Learning (CL) as a form of the active teaching of translation was introduced. (CL) continues to be a beneficial teaching implement regarding productivity, motivation, and standard quality of translation work. (Rodger et al., 2007). Recent studies have highlighted the utilization of the Cooperative Learning Technique (CLT) in teaching translation, the most current implementation of them, was carried out by the researcher panel of Stewart, (2010). The team of Stewart's study employed the utilization of (CLT) in a class context, where, students of translation are divided into small groupings of three to four and they were asked to finish a rendition drill in a practicable skillful translation setting. Moreover, the main purpose of the study is to probe some segments of texts in translation students' translation work. The study revealed that CLT is appropriate for rendering usual texts into the native tongue (Stewart, Orban, & Kornelius 2010, cited in Zainudin et al.2012). Furthermore, the research team of Stewart (2010) adopted Gerding- Salas's workshop activities in their research because the proposed tips are simply utilized in any rendition lecture room (Stewart, Orban, & Kornelius 2010). Additionally, researchers reaped great benefits from a carefully arranged list of workable drills provided by

Gerding -Salas under the rubrics of " Cooperative Learning Procedures" (Gerding -Salas, 2000) which were asserted by James A. Duplass as the most common characteristics of cooperative learning. (Duplass, 2006). Finally, in the current study, the researcher will adopt these Cooperative Learning Procedures to explore their impacts in enhancing translation skills among Saudi students of translation at the tertiary level.

3. Research Method

3.1 Subjects

The population from which the subjects were randomly drawn comprised of female undergraduate students of translation of College of Science and Arts in Dhahran Al-Janoub, King Khalid University. They had almost the same academic background. The subjects of this research consisted of 48 female students randomly chosen and split into two parts. Also, the subjects were homogeneous in terms of language background who were assigned randomly to two groups, i.e., experimental and control, the former was taught through translation techniques in two hours per week for four weeks successfully, whilst the latter (the control group) was not. Then, the subjects' performance was evaluated with a translation pretest. The pretest results were used as a control variable to assess for the inceptive difference in the translation competence of Saudi University Students of translation.

3.2 Research Design

In this research, the researcher used a quantitative study design for exploring the use of collaborative learning in enhancing the translation skills of Saudi female undergraduate EFL learners of translation.

3.3 Study Dependent and Independent Variables

The independent variable utilized in this study was the Cooperative Work Procedures (CWP) in teaching translation and traditional methods, while the dependent variable in the study is comprised of the translation skills of female undergraduate students of translation.

3.4 Instrument

The study mainly used two research tools for collecting data. The first one was translating tests given to the subjects to assess their performance. While the second tool is a questionnaire.

3.5 The Test

was conducted as it has been pointed out earlier by the researcher after the subjects were taught through translation techniques in two hours per week for four weeks successfully.

3.6 Procedure

The subjects were allotted randomly to two groups, experimental and control. A pretest was administered to measure the means of effective rates of both groups.

3.6.1 First Instrument

3.6.1.1 The Test

The subjects (the experimental group) were allocated into nine groupings each group comprises of five subjects. Though the subjects were offered some Quranic euphemistic, metaphoric, polysemic, connotative expressions, and then they were asked to render them into English Then each group exchanged ideas, helped each other (Namaziandost et al., 2019). In addition to rendering this Quranic rhetoric text into English, the test-takers were also demanded to write down a brief review in a nutshell on the translation strategy employed in their renditions.

3.6.1.2 Pretest

 The pretest was one of the research paper tools that aimed at evaluating Saudi translation student's translation performance outcomes. The researcher designed the pretest. Some Quranic euphemistic, metaphoric, polysemic, connotative expressions were submitted by the researcher to two groupings (experimental and control groups) and then, students of translation in each group were asked to render them into English.

3.6.1.3 Posttest

The posttest was referred by ten university academics from King Khalid University with advanced English/Arabic/English translation literacy and translating ability. The amendments were made by the researcher in the translation test, based on the recommendations of the professors. After the interposition, a posttest was offered to both groupings. Moreover, the posttest has the matching pattern as the pretest and, again, some Saudi female undergraduate EFL learners of translation were offered the same allocated time and guidance to translate some Quranic euphemistic,

metaphoric, polysemic, connotative expressions into English. The posttest was also corrected by some professors of translation from the same College

3.6.1.4 Data analysis 1

The performance tests were managed two times to evaluate the performance of some Saudi female undergraduate EFL learners of translation. A t-test was used for evaluating the distinction between the two groupings of students of translation Saudi female undergraduate EFL learners of translation.

3.6.1.5 Results 1

Table 1. Pretest scores

Test group	Number	Mean	Std. dev	T-test	Sig
Pretest: control	48	4.40	3.44	3.16	.01
Experimental	48	2.18	2.09	not	significant

Notes: std. dev. = standard deviation; sig. = level of significance

The data in Table I show that there were no statistically significant differences between the mean scores of Saudi translation students of the groups on the pretest. It indicates that both the experimental and the control groups were equivalent in their performance on the translation test before they had learned the translation strategies.

To reveal the variance between the control group and the experimental group as regard to the user of the translation strategies, the same achievement test was managed as a posttest 5 days after the test. A t-test for independent samples was then used to compare the mean scores of the two groups on the posttest. The data Table 2 displays the results of the t-test for the mean gain of the experimental and control groups on the posttest.

Table 2. Posttest results

Test group	Number	Mean	Std. dev	T-test	Sig
Posttest control	48	20.40	5.40	-6.18	.00
Experimental	48	27.18	4.8	0.05	

Notes: std. dev. = standard deviation; sig. = level of significance

The data Table I indicates, the t-value at the .05 level was significant for the total test scores, a result that shows, there were statistically significant differences between the two groups on the posttest that is attributed to the experimental group. Saudi translation students' performance in the translation of some Quranic euphemistic, metaphoric, polysemic, connotative expressions into English in this group scored higher than the students in the control group at p-value .05, which indicates the gains of utilizing the translation strategies. (Albahiri, et al 2020)

3.6.2 The Second Instrument

3.6.2.1 The Questionnaire

In a follow-up 120 minutes tutorial session, the students of translation finalized the questionnaires after rendering the text and talking about the rendition procedures with their classmate's groups. Seventeen questionnaire items remitted the six elements needful to evaluate Cooperative Learning receptively.

The students of translation were requested to send their responses via (BLACKBOARD, COURSE MESSAGE as well as their rendition task and the brief review.

3.6.2.2 Findings

Table 3. The rate of working practice favored by students of translation in a translation lecture room

s/N	Working techniques in a translation lecture room	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I Like working on translation alone	1	12	49	30.2
2	I Like working on translation in pairs	5	4.5	38.4	50.
3	I Like working on translation in a group	40.1	46.6	4	1
4	I Like working on translation in small groups of 2 to 3 rather than 4 to 5 members	10.5	16.8	50.1	14.9

The findings revealed mixed replies to cooperative learning. As a whole, most of the students of translation favored working in a group, nevertheless, a notable account of the students showed that they favored working independently. The data Table 2 shows the rate of favored task practice in the rendering lecture room. Mass of the students of translation like more to work independently or working solo (49 % Agree and 30.2% Completely Agree). When asked if they favored working in pairs, most of them preferred the intention of working together (38.4% Agree and 50 % Strongly Agree). As shown in Table 2, it is not unexpected that most of the students of translation did not favor working in a group with a high rate of replying disagree completely (41.1%) and Disagree (46.6%) to the statement groups' I Like working of translation in-group'. The data Table 3 displays positive replies from students of translation towards Cooperative Learning.

Table 4. The percentage of positive replies of the subjects on collective work

s/N	Positive relies upon (CP) in the translation lecture room	Strongly Disagree	Disagree	Agree	Strongly Agree
5	Cooperative learning organizes class debate and discussion tournament. (competition)	2.3	11.6	37.2	48.8
6	It allows students of translation to grasp and comprehend source text (ST) well.	2.3	0	30.2	67.4.
7	It promotes a close/ good rapport among students of translation	32.8	40.3	20.9	2.3
8	It inspires students of translation to speak out clearly and loudly	4.7	4.7	76.7	14
9	It permits and allows students of translation to discuss and debate clearly (clash of ideas)	4.7	27.9	46.5	2.9
10	We appreciate and enjoy the translation discussion most	2.3	0	32.6	60.5
11	Cooperative Learning gives the capacity of interchanging ideas	0	4.7	30.2	65.1
12	In CL rendering becomes better among students of translation	0	18.6	44.2	37.2
13	I like CL because it gives me the chance to edit and peer- review other colleagues' translation work	0	12	50.4	29.8
14	I came to know In CL all my groupmates aim at obtaining good marks	2.1	17.6	40.2	40.2

As it can be seen in Table 3 that the students of translation agreed that Cooperative learning organizes class debate and discussion tournaments of their rendering tasks. The majority of the students of translation also consent that Cooperative Learning allows them to grasp and comprehend source text (ST) well before rendering it. Although the students of translation satisfied with the merits of cooperative learning for rendition, they did not favor friendly relationship that cooperative learning develops friendship amongst classmates, with 32.8% replying Strongly Disagree and 40.3% responding Disagree to the statement" Cooperative learning promotes a close/ good rapport among students of translation ". Table 3 also shows that a majority of the students of translation appreciated discussing their rendition tasks with 32.96% responding Agree and 60.5% responding Strongly Agree to the Statement" We appreciate and enjoy the translation discussion most". The students of translation showed a positive attitude towards the capacity of interchanging ideas amongst them in collective work, with most of the consent of the subjects with the statement " Cooperative Learning gives the capacity of interchanging ideas with the classmates in the group work of the translation work. Table 3 also displays that the students of translation agreed that rendition became simpler when it was carried out in group work. The students of translation appreciated the opportunity to edit

and peer-reviewed their classmates' translation tasks with 50.4% responding Agree and 29.8.% responding Strongly Agree to the Statement" I like CL because it gives me the chance to edit and peer- review other colleagues' translation work ".The students of translation were aware that their groupmates had homogeneous targets of obtaining good marks with 39.5% of subjects replying to Agree and 40.2% of subjects replying to Agree and 40.2% responding to entirely consent to the utterance " I came to know that in CL all my group mates of the same grouping intends at obtaining good marks in translation course 3, entitled " Translating Islamic Texts into English"'

Table 5. The rate of negative replies on cooperative learning

s/N	Negative responses on cooperative learning in the translation classroom	Strongly Disagree	Disagree	Agree	Strongly Agree
15	I consider group work is too noisy, so I do not like to work in such a class	4.7	27.9	46.5	20.9
16	Some participants do not play any role in the debate and discussion	4.7	0	39.5	55.8
17	Group work is an arduous task	9.3	34.9	39.5	16.3

The data Table 4 displays the percentage of negative responses to group work. A majority of the students of translation found the class too riotous during cooperative learning, with the majority agreeing with the statement " I consider group work is too noisy, so I do not like to work in such class " Furthermore, the majority of the students of translation agreed that some participants do not play any role in the debate and chat. A high rate of subjects consents with the statement " Group work is an arduous and difficult task". The translation students' rendition work and the concise report indicated that they grasped and comprehended the translation correction techniques which were applied smoothly and easily. Most of the translation students' concise reports showed that they employed the translation correction techniques in their rendition work and the rendition examples indicate that the translation students comprehended what was taught to them. The data table 5 displays the translation procedures adopted by the students of translation and their rendering tasks as well.

Table 6. Translation procedures employed by the students of translation

Translation techniques		Examples
Loan translation	.1	ST: Oxygen
		T.T اوكسجين
		ST: Strategy
		TT.استراتيجي
Modulation	.2	ST: Honey Moon
		TT: شهر العسل
		ST:)" hollow of the sole).
		TT: من الرأس الى أخمس القدم
Transposition	.3	ST: in a deep shadow
		TT : غمرته ظلال حالكة
Calque	.4	ST:القران الكريم
		TT:Wise Quran

4. Conclusions

The findings of the present paper assist the utilization of Cooperative Learning Procedures (CLP) in teaching Translation. Moreover, the study revealed the students of translation have spectra responses towards cooperative learning and a majority of them favored working alone. The findings also revealed that a majority of the students of

translation appreciated and recognized fully the issue of discussing and debating their rendition tasks work with their partners although they don't like the idea of group work.

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