

DEVELOPMENT OF COLLABORATIVE PROJECT-BASED LEARNING
MODULE FOR ENHANCING TRANSLATION STRATEGIC
SUB-COMPETENCE OF EFL LEARNERS



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สกกลานต์ อินทร์ไทร : การพัฒนาโมดูลการเรียนรู้แบบโครงงานโดยใช้การร่วมมือเพื่อเสริมสร้างสมรรถนะย่อยด้านกลวิธีการแปลของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (DEVELOPMENT OF COLLABORATIVE PROJECT-BASED LEARNING MODULE FOR ENHANCING TRANSLATION STRATEGIC SUB-COMPETENCE OF EFL LEARNERS) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: อ. ดร. ทองทิพย์ พูลลาภ, หน้า.

สมรรถนะย่อยด้านกลวิธีการแปลเป็นองค์ประกอบหลักประการหนึ่งของสมรรถนะด้านการแปล โดยเป็นสมรรถนะที่ส่งเสริมประสิทธิภาพของการแปล เนื่องจากช่วยให้ นักแปลสามารถระบุปัญหาและใช้กลวิธีในการแก้ปัญหาที่เกิดขึ้นในกระบวนการแปลได้ (PACTE Group, 2003) งานวิจัยชิ้นนี้จัดทำขึ้นโดยมีจุดมุ่งหมายในการพัฒนาโมดูลการเรียนรู้แบบโครงงานโดยใช้การร่วมมือเพื่อเสริมสร้างสมรรถนะย่อยด้านกลวิธีการแปลของนักศึกษาไทยระดับปริญญาตรีที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ วัตถุประสงค์ของการวิจัย ได้แก่ (1) เพื่อพัฒนาโมดูลการเรียนรู้แบบโครงงานโดยใช้การร่วมมือในการเรียนการสอนวิชาการแปลของหลักสูตรทางด้านภาษา และ (2) เพื่อประเมินผลการใช้โมดูลการเรียนรู้แบบโครงงานโดยใช้การร่วมมือที่มีต่อการเสริมสร้างสมรรถนะย่อยด้านกลวิธีการแปลในการเรียนการสอนวิชาการแปลของหลักสูตรทางด้านภาษา

งานวิจัยนี้ดำเนินการทดลองตามแบบแผนการทดลองแบบกลุ่มเดียวที่มีการทดสอบก่อนเรียนและหลังเรียน กลุ่มตัวอย่างคือ นักศึกษาระดับปริญญาตรีของมหาวิทยาลัยธุรกิจบัณฑิตที่เรียนภาษาอังกฤษเป็นวิชาเอกหรือวิชาโท จำนวน 21 คน เครื่องมือที่ใช้ในการวิจัยเพื่อประเมินประสิทธิผลของโมดูลการเรียนรู้ดังกล่าว ประกอบด้วยแบบทดสอบการแปล โครงงานด้านการแปล บันทึกของผู้เรียน การนำเสนอผลงานของกลุ่ม และแบบสัมภาษณ์นักศึกษา

ภายหลังการทดลองการเรียนการสอนโดยใช้โมดูลการเรียนรู้ดังกล่าวเป็นเวลา 15 สัปดาห์ คะแนนจากแบบทดสอบหลังเรียนแสดงให้เห็นว่า ความสามารถในการแปลของนักศึกษาเพิ่มขึ้นอย่างมีนัยสำคัญ และความสามารถในการระบุปัญหาและแก้ปัญหาที่เกี่ยวข้องกับบทแปลของนักศึกษา ซึ่งเป็นความสามารถประการหนึ่งในสมรรถนะย่อยด้านกลวิธีการแปลก็เพิ่มขึ้นอย่างมีนัยสำคัญเช่นกัน ผลการวิจัยดังกล่าวยังชี้ให้เห็นว่า โมดูลการเรียนรู้นี้ได้เอื้ออำนวยให้นักศึกษาร่วมมือกันเพื่อการเรียนรู้ และได้ช่วยพัฒนาคุณภาพของงานแปลผ่านทางกระบวนการทำงานโดยการร่วมมือกัน ดังนั้น งานวิจัยนี้จึงมีข้อเสนอแนะให้ใช้แนวคิดการเรียนรู้แบบโครงงานโดยใช้การร่วมมือในการเรียนการสอนวิชาการแปลสำหรับนักศึกษาทั้งในหลักสูตรการแปลและหลักสูตรทางด้านภาษา เพราะแนวคิดนี้สามารถส่งเสริมให้นักศึกษามีส่วนร่วมในกระบวนการเรียนรู้โดยการแสดงความคิดเห็นและการช่วยเหลือร่วมมือกัน

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SAKOLKARN INSAI: DEVELOPMENT OF COLLABORATIVE PROJECT-BASED LEARNING MODULE FOR ENHANCING TRANSLATION STRATEGIC SUB-COMPETENCE OF EFL LEARNERS. ADVISOR: TONGTIP POONLARP, Ph.D., pp.

Strategic sub-competence is considered as a key component in translation competence. It is the one that guarantees the efficiency of translation since it represents problem-recognition and strategies used for problem-solving in a translation process (PACTE Group, 2003). This research study aimed at developing a collaborative project-based learning module to enhance translation strategic sub-competence of Thai EFL undergraduate students. The objectives of the study were (1) to develop a collaborative project-based learning module for translation training in a language degree program, (2) to investigate the effect of the Collaborative Project-based Learning Module on the development of strategic sub-competence for translation training in a language degree program.

This research study employed one-group pretest-posttest design. Twenty one undergraduate students from Dhurakij Pundit University, majoring or minoring in English, participated in this study. Translation tests, translation projects, Learner's Diaries, group presentations, and semi-structured interviews were employed to evaluate the effect of the learning module.

After the 15-week learning module, the results revealed that the students' overall translation abilities improved with statistical significance. Additionally, the students' abilities to identify and solve text-related problems, one of the abilities in strategic sub-competence, significantly improved as well. The findings also indicated that the proposed learning module facilitated the students to collaborate with each other, and the quality of their translations also improved through the process of collaboration. These results suggest that the collaborative project-based learning approach should be implemented in translation classrooms, both for students in translation programs and students in language degree programs, since it can engage them in the process of sharing ideas and supporting each other in collaborative learning environments.

Field of Study: English as an International
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Student's Signature

Advisor's Signature

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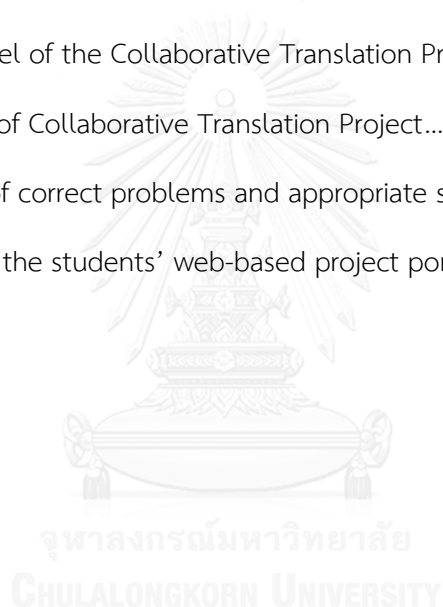
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CHAPTER I

INTRODUCTION

1.1 Background of the study

Developing students' translation competence is a fundamental objective of translation training so that the students are prepared to produce quality translation as part of their jobs. Translation training programs started to be offered at the university level in the second half of the twentieth century. Before those days, there was only short-term training for professional translators who wished to enhance their specific skills in translation (Pym, 2011).

In Thailand, a monolingual country where Thai is the national and official language (Huebner, 2013) and English is commonly used for international and intercultural communication, translation training started in the reign of King Ramathibodi III in the Ayutthaya period when translation practitioners were needed for diplomatic and commercial activities with foreign nations (Academic Affairs Department, 1997). Nowadays, there is a growing need for translation in different sectors as we can see a lot of translation services offered by freelance translators, translation agencies, and translation centers of academic institutes. However, formal, long-term training that aims to produce professional translators for the market in Thailand just started around the mid-1990s, and there are now a few translation degree programs at the graduate level only. The other forms of English-Thai and Thai-English translation training are short courses open to the public and courses offered as part of English degree programs for EFL students at the undergraduate level. Unlike the graduate translation degree programs, the undergraduate English degree programs do not aim to train students to become professional translators, but it is clearly stated in the curricular that a translator is a prospective occupation the students can pursue after graduation. Also, it is common that translation tasks are assigned to English graduates as part of their jobs.

English degree programs at the undergraduate level in Thailand, therefore, need to consider enhancing their students' competencies which are specific to

translation since scholars in translation studies have affirmed that competence in the two languages concerned, sometimes called *language competence* (Neubert, 2000), *linguistic competence* (Schaffner, 2000), or *bilingual competence* (PACTE Group, 2003, 2011), is only one part of translation competence necessary for production of quality translation. To be more specific, among translation sub-competencies, one element being emphasized and investigated is translators' ability to identify translation problems and make decisions to apply appropriate strategies to solve them (R. Bell, 1991; Fernández & Zabalbeascoa, 2012b; González-Davies, 2005; Lörscher, 2005; Orozco & Hurtado Albir, 2002; Pym, 2003; Scott-Tennent, González-Davies, & Torras, 2000; Wilss, 1996).

Likewise, a model of translation competence developed by PACTE Group (2003) emphasizes the importance of 'strategic sub-competence', one of the five sub-competencies in the model. The five sub-competencies in the model include bilingual, extra-linguistic, knowledge about translation, instrumental, and strategic sub-competencies; however, the strategic sub-competence is considered to be prominent as it guarantees the efficiency of the translation. The main functions of the strategic sub-competence are planning, monitoring, and evaluating translation process and the product of each stage. More importantly, during the translation process, it activates, monitors, and compensates for shortcoming in other sub-competencies. The strategic sub-competence is also the one that enables learners to detect translation problems and apply strategies to solve them (PACTE Group, 2003).

An alternative approach to translation training implemented in translation classrooms in tertiary education is 'collaborative project-based learning' (Kiraly, 2000, 2001, 2003, 2012, 2014), an integration of the collaborative learning and the project-based learning approaches, with the underlying theory of social constructivism. Collaborative learning and project-based learning can complement each other with an objective to empower students to co-construct knowledge and solve problems they encounter by sharing ideas and experience throughout the process of learning. Collaborative learning helps students learn to work together as they are given

authority and full responsibility to manage and negotiate the group process, and this learner-centered approach could entail learner autonomy (Bruffee, 1995; Panitz, 1997; Robinson, Olvera-Lobo, & Gutiérrez-Artacho, 2017). Project-based learning has its focus on learning process, not the end-product, and the success of the project relies much on each member's engagement and commitment. In project work, students' learning experiences can be more meaningful when their work is shared and critiqued by others since students can learn to give feedback on each other's work, revise their own work, and reflect on their learning (Blumenfield et al., 1991; Donnelly & Fitzmaurice, 2005; Fried-Booth, 2002; Galán-Mañas, 2011).

Research in translation classrooms has confirmed that when collaborative translation projects are implemented using authentic tasks relating to the professional world of translators, students in translation degree programs are motivated and fully engaged in their learning. Such a project also promotes active participation and encourages students to take responsibility of their own learning (Birkan-Baydan & Karadağ, 2014; Kiraly, 2001, 2005; Mitchell-Schuitevoerder, 2011; Prieto-Velasco & Fuentes-Luque, 2016). Kiraly (2001, 2005), for example, demonstrated how to implement projects using collaborative learning in syllabus design and teaching procedures in translation classes where the whole class collaborated in a single project. The success of the implementation of collaborative project-based learning was also reported in the study conducted by Mitchell-Schuitevoerder (2011) in a translation and technology class in which the tasks covered the whole process from project management, to workflow, revision, and post-edit machine translation. In sum, these studies reinforce the potential of collaborative practice for the success of group projects in translation degree programs.

In the context of English degree programs, literature on translation for EFL learners shows that two approaches of translation are implemented in classroom learning: 'pedagogical translation' or translation as a tool for language learning, and 'vocational translation' or translation as an end in itself to train students to become professional translators (Stewart, 2008). Some publications have appeared documenting how pedagogical translation can be implemented to improve students'

English proficiency in English language teaching classrooms (Baraniello et al., 2016; Károly, 2014). Others have been done on development of students' translation competence as vocational translation in translation classrooms by explaining recurring patterns of translation errors (Károly, 2012), exploring effectiveness of collaborative task-based learning (Li, 2014), or investigating the use of portfolio assessment (H. Li, 2006). In Thai EFL students' learning contexts, a few studies were conducted in translation classrooms. The objectives of the studies were to analyze recurring patterns of English-Thai or Thai-English translation errors (Kiriratnikom, 2005; Unaratana, 2005), or to investigate the effects of the collaborative task-based approach on the improvement of students' overall translation abilities (Wangkangwan, 2012).

As mentioned earlier that it is also necessary to develop EFL students' translation competence as they can become professional translators or need to perform translation tasks in their future workplace, but previous research does not take into account the students' strategic sub-competence. Additionally, the collaborative project-based learning approach that has been proved successful for students in translation programs has never been implemented in EFL learners' translation classrooms. Hence, it is worth investigating the development of EFL students' strategic sub-competence in vocational translation training using the collaborative project-based learning approach.

This study is an attempt to propose a learning module using the collaborative project-based learning approach to enhance EFL learner's strategic sub-competence in EFL translation classrooms, the area in which the pedagogical aspect of translation studies has not been extensively explored.

1.2 Research objectives

- 1.2.1 To develop a collaborative project-based learning module for translation training in order to enhance strategic sub-competence of EFL learners in a language degree program.

1.2.2 To investigate the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of strategic sub-competence of EFL learners in a language degree program.

1.2.2.1 To investigate the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of EFL learners' abilities to identify and solve text-related problems.

1.2.2.2 To investigate the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of EFL learners' abilities to identify and solve text-related difficulties.

1.2.2.3 To investigate the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of EFL learners' abilities to identify and solve performance-related difficulties.

1.3 Research questions

1.3.1 How can a collaborative project-based learning module for translation training be developed to enhance strategic sub-competence of EFL learners in a language degree program?

1.3.2 What are the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of strategic sub-competence of EFL learners in a language degree program?

1.3.2.1 What are the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of EFL learners' abilities to identify and solve text-related problems?

- 1.3.2.2 What are the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of EFL learners' abilities to identify and solve text-related difficulties?
- 1.3.2.3 What are the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of EFL learners' abilities to identify and solve performance-related difficulties?

1.4 Scope of the study

This study is experimental research with one-group pretest and posttest design. It aimed at exploring the effects of the Collaborative Project-based Learning Module (CLPM), a 15-week learning module developed for the Translation in Business course which is an elective course for English major and minor students of Dhurakij Pundit University (DPU). The participants were all the students who enrolled in the Translation in Business course in the first semester of the academic year 2015. The number of the participants was 21. Sixteen of the students were from the English Major; one student was from the English for Business Communication Major; and four were from the Thai for Career Major and were studying English as their minor. They were in their third or fourth year, and two of them were repeaters of this course. The participants had different years of study in translation and English. Data was collected by means of a pretest and posttest, translation project drafts, Learner's Diaries, group presentations, and a semi-structured interview. Descriptive statistics of percentage, mean, standard deviation, and Wilcoxon signed-rank test were used to analyze quantitative data while content analysis was utilized to analyze qualitative data.

1.5 Limitations of the study

This study has the focus on investigating translation process of Thai EFL learners, so the findings can be used to explain the situations in similar contexts.

However, it should be noted that there was a limitation on the selection process and the number of participants was small (21). To cope with this limitation, it has been compensated by qualitative analysis of data from the students' translation drafts, Learner's Diaries, and group presentations during the project, as well as a semi-structured interview at the end of the project, to supplement the quantitative data. Data triangulation in this study was implemented to confirm the quantitative data and also to obtain in-depth perspectives on the development of EFL students' strategic sub-competence.

1.6 Definitions of terms

1.6.1 Strategic sub-competence

Strategic sub-competence refers to the ability to identify translation problems and apply strategies to solve them. In this study, strategic sub-competence refers to the students' abilities (1) to identify and solve text-related problems, (2) to identify and solve text-related difficulties; and (3) to identify and solve performance-related difficulties. The terms 'text-related problem', 'text-related difficulty', and 'performance-related difficulty' are to be explained as the three main categories of translation problem as follows.

1.6.2 Translation problem

Translation problem refers to transfer tasks that a translator has to solve during the translation process. In this study, translation problems include 'text-related problem', 'text-related difficulty', and 'performance-related difficulty'.

1.6.2.1 Text-related problem

Text-related problem refers to an objective transfer task every translator has to solve due to the differences between the source language and the target language. The subcategories of text-related problems are:

1. Linguistic problems

1.1) Lexical problems

- The problem of 'word meaning in context'

1.2) Syntactic problems:

- The problem of 'word order in a noun phrase'
- The problem of 'impersonal pronoun-it'
- The problem of '3rd-person reference pronoun and possessive adjective'
- The problem of 'verb tense'
- The problem of 'passive construction'
- The problem of 'derived sentence'
- The problem of 'other forms of structure'

2. Convention-related problems

- The problem of 'punctuation mark'
- The problem of 'marking of plurality'
- The problem of 'marking of gender'
- The problem of 'transcribing proper name'

1.6.2.2 Text-related difficulty

Text-related difficulty refers to subjective transfer tasks each translator has to solve due to their own level of knowledge and competence. Text-related difficulties can be in the form of words, phrases, clauses, sentences, or even fragments, depending on each translator's identification.

1.6.2.3 Performance-related difficulty

Performance-related difficulty refers to subjective transfer tasks each translator has to solve due to their specific working conditions, such as lack of resources and time management. Therefore, it depends on each translator in a specific working condition to consider a situation as a performance-related difficulty.

1.6.3 Collaborative Project-based Learning Module

The Collaborative Project-based Learning Module (CPLM) refers to a learning module developed for Thai EFL learners, aiming to enhance their strategic sub-competence. The CLPM was designed with expected learning outcomes in accordance with the Translation in Business course objectives specified by the English Department of Dhurakij Pundit University. The three theoretical frameworks

of this study consist of the communicative approach to translation training, the collaborative project-based learning approach, and the principles of group interaction and communication.

1.6.4 EFL learners

EFL learners refer to Thai undergraduate students in Dhurakij Pundit University who majored or minored in English.

1.7 Significance of the study

This study is expected to deepen the knowledge of translation training in the contexts of translation classrooms for EFL learners. It is a pioneer work that aimed to develop EFL learners' strategic sub-competence with the use of the collaborative project-based learning approach. To be more specific, strategic sub-competence of a group of Thai EFL learners was analyzed quantitatively and qualitatively so that the improvement at the end of the study and the developmental progress during the process can be clearly explained. Additionally, this study can be guidelines for designing a collaborative project-based learning module in other learning contexts. The implications of this study, hopefully, can benefit translation training in tertiary education, especially in language degree programs where the implementation of collaborative project-based learning and the development of students' strategic sub-competence have never been much explored.

1.8 The organization of the study

There are five chapters in this dissertation. The overview of the following chapters is as follows:

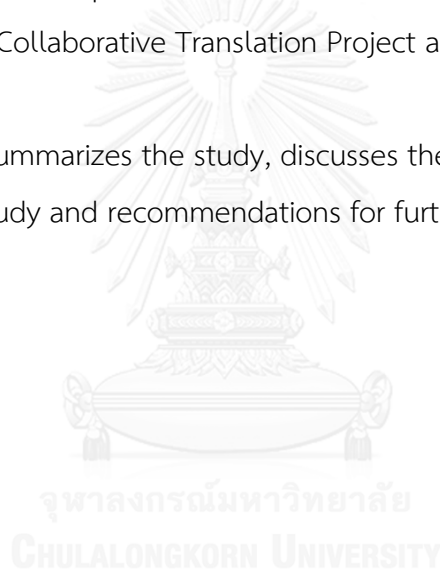
Chapter one presents the background of the study, the research objectives, and the research questions. It also describes the scope of the study, the limitations of the study, the definitions of terms, and the significance of the study.

Chapter two reviews related literature and existing research relevant to this study in three main topics: translation competence, translation training, and collaborative project-based learning.

Chapter three covers the research methodology of the study which includes the research design and research procedure, the development of the CPLM, the implementation and evaluation of the CPLM, as well as the research instruments, the data collection, and the data analysis.

Chapter four describes the overview of the CLPM, the analysis of the learners' characteristics, the findings on the effects of the CLPM on the development of translation strategic sub-competence of the EFL learners, together with the typical characteristics of the Collaborative Translation Project and the limitations of the project.

Chapter five summarizes the study, discusses the findings, and presents implications of the study and recommendations for further research.



CHAPTER II

LITERATURE REVIEW

The review of the literature aims to provide related theoretical background and research in (1) translation competence, (2) translation training, and (3) collaborative project-based learning, so as to form a conceptual framework for the development of the Collaborative Project-based Learning Module (CPLM) with an objective to enhance strategic sub-competence of EFL undergraduate students majoring or minoring in English in the context of translation classrooms.

2.1 Translation competence

The development of translation studies around the second half of the twentieth century paved the way for a more systematic study of translation, and translation pedagogy as a field of translation studies started to be of interest to academics in tertiary education in the 1970's. Since then, the nature of translation competence and its components have been more intensively explored for the benefits of translation training and assessment (Pym, 2011; Schaffner & Adab, 2000). This section elaborates different perspectives on translation competence and strategic sub-competence in terms of the descriptions and development.

2.1.1 Descriptions of translation competence and strategic sub-competence

Translation competence has been referred to by different terms, such as *translator competence* (R. Bell, 1991; Kiraly, 1995), *translational competence* (Chesterman, 2000; Pym, 1992; Toury, 1995), *translator performance* (Wilss, 1996), and *translation ability* (Stansfield, Scott, & Kenyon, 1992). The term 'translation competence' is one of the terms generally accepted and employed in research by scholars in the field of translation studies and translation pedagogy (Beeby, 2000; Fernández & Zabalbeascoa, 2012b; Orozco & Hurtado Albir, 2002; PACTE Group, 2003, 2011; Rico, 2010; Schaffner & Adab, 2000); therefore, this term will be used in this study.

The concept ‘translation competence’ can be explained by breaking down to interrelated sub-competencies, and several models of translation competence were developed on the basis of a model of communication, combined with translation-specific components (R. Bell, 1998). For example, Schaffner (2000, p. 146) defines translation competence as “a complex notion which involves an awareness of and conscious reflection on all the relevant factors for the production of a target text that appropriately fulfills its specified function for its target addressees”. The six factors are competencies comprising “*linguistic competence* (of the languages concerned); *cultural competence* (i.e. general knowledge about historical, social, cultural, etc. aspects in the respective countries); *textual competence* (i.e. knowledge of regularities and conventions of texts, genres, and text types); *domain/subject specific competence* (i.e. knowledge of the relevant subject and the area of expertise); *(re)search competence* (i.e. a general strategy competence aiming at solving problems specific to the cross-cultural transfer of texts); and *transfer competence* (i.e. ability to produce target texts that satisfy the demand of the translation task)” (Schaffner, 2000). Similarly, Neubert (2000) explains translation competence in terms of its five parameters: *language competence*, *textual competence*, *subject competence*, *cultural competence*, and *transfer competence*, with the transfer competence dominating the other sub-competencies.

Two comprehensive models of translation competence that explain the notions of translation competence and strategic sub-competence in detail were proposed by Cao (1996) and PACTE Group (2003). Cao (1996) proposed a model of translation proficiency by integrating translation studies with communicative language proficiency studies. In this model, *translation competence* refers to “many kinds of knowledge necessary for the translation act” (Cao, 1996, p. 326) whereas *translation proficiency* refers to “the ability to mobilize translation competence to perform translation tasks in context for purpose of intercultural and interlingual communication” (Cao, 1996, p. 327). Therefore, ‘translation proficiency’ in this model includes both the competence and the ability to activate the competence in an act of translating. Figure 1 illustrates Cao’s model of translation proficiency.

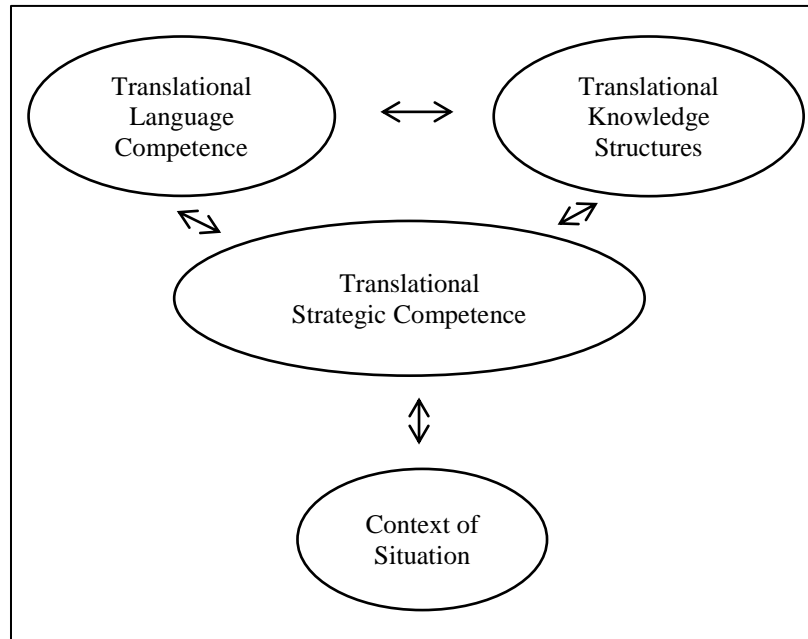


Figure 1 Components of translation proficiency (Cao, 1996, p. 328)

Cao's model of translation proficiency consists of three main components, interacting under the context of situation. *Translational language competence* refers to competence of the two languages, comprising grammatical, textual, illocutionary and sociolinguistic competence. *Translational knowledge structures* refers to knowledge essential to the achievement of interlingual and cross-cultural communication, including general, special, and literary knowledge. *Translational strategic competence* refers to integrated mental ability used in the operation of a text. It is the translation strategic competence that enacts the other two competencies in translation process. The translation strategic competence consists of the cognitive aspect and the creative aspect of human thought process. Translation is, therefore, a result of the interaction among these three variables within a situational context (Cao, 1996).

Translation competence and its components have been investigated in a long-term project by the PACTE (Process in the Acquisition of Translation Competence and Evaluation) research group (Beeby, 2000; PACTE Group, 2003, 2005, 2008, 2009, 2011). This group was formed in 1997, with a main goal to investigate the acquisition of translation competence in written translation into and out of

foreign languages. The founding members are translators and translation teachers in the Facultat de Traducció i d'Interpretació of the Universitat Autònoma de Barcelona.

According to PACTE Group (2003, p. 58) , *translation competence* is defined as “the underlying system of knowledge and skills needed to be able to translate”. It consists of the ability to “carry out the transfer process from the comprehension of the source text to the re-expression of the target text, taking into account the purpose of the translation and the characteristics of the target readers”.

The PACTE Group developed a model of translation competence in 1998 and revised it in 2003 (Beeby, 2000; PACTE Group, 2003). The revised model of translation competence by PACTE Group (2003, p. 58-59) proposes that translation competence is made up of five sub-competencies and the psycho-physiological components:

1. *Bilingual sub-competence* is predominantly procedural knowledge needed to communicate in the two languages. It includes the specific feature of interference control when alternating between the two languages. It is made up of pragmatic, socio-linguistic, textual, grammatical and lexical knowledge in the two languages.
2. *Extra-linguistic sub-competence* is predominantly declarative knowledge, both implicit and explicit, about the world in general and special areas. It includes (1) bicultural knowledge (about the source and the target cultures); (2) encyclopaedic knowledge (about the world in general); (3) subject knowledge (in special areas).
3. *Knowledge about translation sub-competence* is predominantly declarative knowledge, both implicit and explicit, about what translation is and aspects of the profession. It includes knowledge about how translation functions: types of translation units, processes required, methods and procedures used (strategies and techniques), and types of problems; (2) knowledge related to professional translation practice: knowledge of the work market (different types of briefs, clients and audiences, etc.)
4. *Instrumental sub-competence*: is predominantly procedural knowledge related to the use of documentation sources and information and communication technologies applied to translation: dictionaries of all kinds, encyclopaedias, grammars, style books, parallel texts, electronic corpora, searchers, etc.

5. *Strategic sub-competence* is procedural knowledge to guarantee the efficiency of the translation process and solve problems encountered. This is an essential sub-competence that affects all the others and causes inter-relations amongst them because it controls the translation process. Its functions are (1) to plan the process and carry out the translation projects (choice of the most adequate method); (2) to evaluate the process and the partial results obtained in relation to the final purposes; (3) to activate the different sub-competencies and compensate for deficiencies in them; (4) to identify translation problems and apply procedures to solve them.
6. *Psycho-physiological components* are different types of cognitive and attitudinal components and psycho-motor mechanisms. They include (1) cognitive components such as memory, perception, attention and emotion; (2) attitudinal aspects such as intellectual curiosity, perseverance, rigour, critical spirit, knowledge of and confidence in one's own abilities, the ability to measure one's own abilities, motivation, etc.; (3) abilities such as creativity, logical reasoning, analysis and synthesis, etc.

According to the PACTE's model, translation competence is made up of five sub-competencies that are inter-related: bilingual, extra-linguistic, instrumental, knowledge about translation and strategic sub-competence, and it activates a series of psycho-physiological mechanism as illustrated in Figure 2.

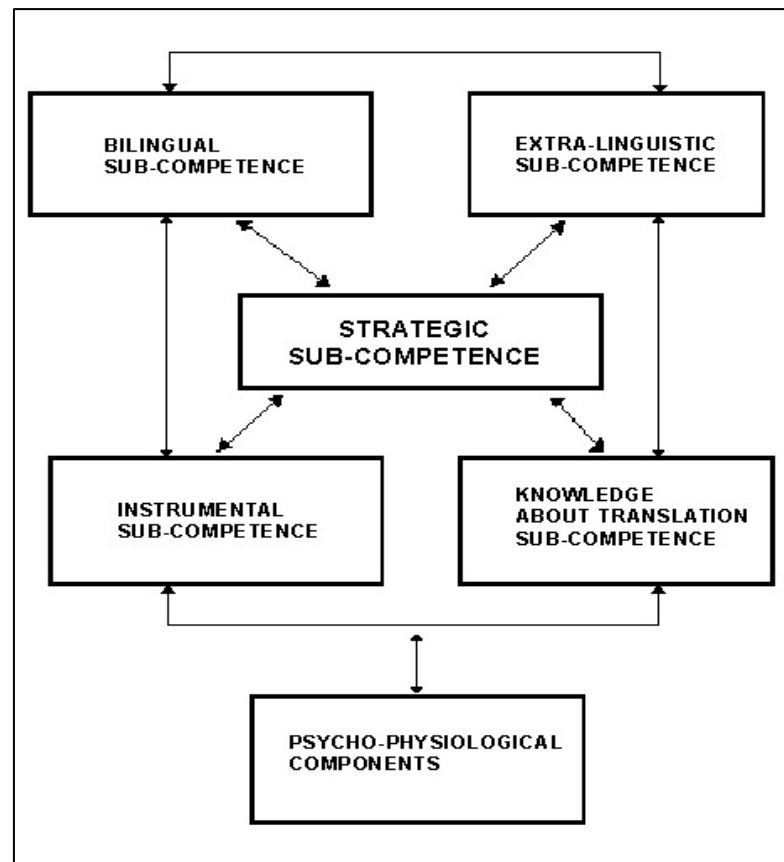


Figure 2 Model of translation competence (PACTE Group, 2003, p. 60)

Among the five sub-competencies, the strategic sub-competence is the one needed to be further investigated since it occupies a dominant position in translation process. It is part of procedural knowledge with its main functions to plan and carry out the translation project; to monitor and evaluate the translation process and the partial results of the product; to detect translation problems and apply strategies to solve them; and also to activate, monitor, and compensate for shortcoming in other sub-competencies. Moreover, the strategic sub-competence is one of the three sub-competencies (the bilingual, the instrumental, and the strategic sub-competence) that are predominantly *procedural knowledge* (the knowing how) while the other two sub-competencies (the extra-linguistic and the knowledge about translation sub-competence) are predominantly *declarative knowledge* (the knowing what). The sub-competencies which are declarative are acquired by being exposed to information, such as knowing a corpus that is useful for translating a legal

document, but the sub-competencies which are procedural are acquired through practice, such as knowing how to use the corpus to guarantee translation quality (PACTE Group, 2003).

The PACTE Group has been conducting empirical studies to validate the proposed model and investigate more about the acquisition of translation competence in order to develop translation teaching programs and improve translation evaluation methods (PACTE Group, 2003, 2005, 2008, 2009, 2011). According to the timeline created by PACTE, its latest step started in January 2013 is the data analysis from the experiment on translation competence acquisition (PACTE Group, 2013).

The significance of the strategic sub-competence illustrated in the aforementioned framework is in line with what other scholars have demonstrated. In explaining a model of translation process, R. Bell (1998) justifies the importance of the components representing problem-recognition and strategies used for problem-solving. When translators encounter problems of understanding and interpreting the source text and attempt to express it in the target language, they need to select appropriate strategies to resolve them. Wilss (1990) also emphasizes the necessity of developing such competence. In order to produce a quality translation, especially the one which is difficult in content and form, translators must be able to perform effective decision-making and choose a problem-solving method suitable for a particular situation. Similarly, Pym (2003, p. 489) explains that translator training requires “the ability to generate a series of more than one viable target text (TT₁, TTs...TT_n) for a pertinent source text (ST)” and “the ability to select only one viable TT from this series, quickly and with justified confidence”. The act of translation is, therefore, a process of problem-solving, selecting one target text from the series and proposing it as a replacement of the source text for the specified purpose and readers.

Therefore, in order to enhance students’ problem-solving and decision-making skills in translation, strategic sub-competence is one of the key elements to be developed.

2.1.2 Development of translation competence and strategic sub-competence

Developing students' translation competence is a fundamental objective of translation training, but it is also necessary to develop students' awareness of translation problems and strategies to solve the problems, or the so-called 'strategic sub-competence', as it can be applied to different types of texts for different domains and purposes (Kiraly, 2000; Schaffner & Adab, 2000). This section explains how to develop translation competence and one of its significant components, the strategic sub-competence.

An ongoing research study by the PACTE Group aims to "investigate the acquisition of translation competence in written translation into and out of the foreign language" (PACTE Group, 2003, p. 45). Based on its model proposed in 1998, translation competence acquisition is defined as:

- (1) A dynamic, spiral process that, like all learning processes, evolves from novice knowledge (pre-translation competence) to expert knowledge (translation competence); it requires learning competence (learning strategies) and during the process both declarative and procedural types of knowledge are integrated, developed and restructured.
- (2) A process in which the development of procedural knowledge and, consequently, of the strategic sub-competence are essential.
- (3) A process in which the translation competence sub-competencies are developed and restructured.

(PACTE Group, 2003, p. 49-50)

According to the original model in 1998, it is further explained that all the five sub-competencies are integrated, developed, and restructured during the learning process. They have the quality of inter-relations, hierarchies, and variations. Variations occur in relation to translation direction (direct or inverse translation), language combinations (the source language and the target language), specialization (legal, literary translation, etc.), as well as the learning context (formal training, self-learning, etc.), and the methodology used by teachers. However, it is emphasized that the strategic sub-competence is predominant and guarantees the efficiency of

the translation process (PACTE Group, 2003). An empirical study of translation competence acquisition in trainee translators is an ongoing process with a goal to elucidate different stages and characteristics of the acquisition process (PACTE Group, 2013).

Based on the strategic sub-competence defined by PACTE Group (2003, 2008, 2009, 2011), researchers have suggested how to investigate and develop students' strategic sub-competence. Fernández and Zabalbeascoa (2012a) conducted a study aiming at developing first-year translation students' strategic sub-competence, focusing on one aspect which was the students' evaluation of their own translations, through the use of post-translation metacognitive questionnaires. The questionnaires were developed and used for the students to reflect on their translations, and it was expected that students develop their abilities to identify translation problems and justify their solutions through the metacognitive reflection and their translation evaluation. The pedagogical treatment was a developed module-based German-Spanish translation course, and it was revealed that the students who performed better could identify translation problems and justify their solutions with greater strategic and translation awareness. It was concluded that the instruction with the use of metacognitive questionnaires benefits the development of students' strategic awareness through self-evaluation.

Orozco and Hurtado Albir (2002) have also acknowledged the importance of strategic sub-competence and tried to observe the process of developing translation competence by using three sets of questionnaires, namely the 'Translation Problem Instrument' (TPI) to measure students' behaviors when faced with translation problems, the 'Translation Error Instrument' (TEI) to measure errors, and the 'Translation Notion Instrument' (TNI) to measure knowledge about translation. The instruments were implemented in an empirical study on undergraduate translation students in Spain, before and after eight-month training in their first year. It is suggested that these instruments can be useful for measuring students' progress as the effects of the implementation of a teaching method, or the effects of carrying out a specific task over a period of time.

In summary, the first part of the literature review describes translation competence and strategic sub-competence in terms of their definitions, categorization, and development since the attempt to investigate the effects of the CLPM developed for Thai EFL students in this study places its focus on enhancing their strategic sub-competence, which includes the abilities to identify and solve text-related problems, text-related difficulties, and performance-related difficulties. The measuring instruments created by Orozco and Hurtado Albir (2002) and the post-translation metacognitive questionnaires designed by Fernández and Zabalbeascoa (2012a) were adapted for developing the research instruments in this study.

The second part of the literature elaborates translation training with the main focus on its goals, the communicative approach to translation training, and key components in translation training.

2.2 Translation training

All the attempts to describe translation competence and to develop translation competence models have a pedagogical implication that translation competence can be acquired through training, experience, and accumulation of knowledge (Cao, 1996; PACTE Group, 2003). This section explains four key elements in translation training: (1) goals of translation training, including two major concepts, translation problems and translation strategies, (2) the communicative approach to translation training, (3) task design in translation training, and (4) assessment and evaluation in translation classrooms.

2.2.1 Goals of translation training

Translation process has been described as a cognitive activity by scholars in the field of translation studies and translation pedagogy, and the frameworks proposed include the linguistic and psycholinguistic model (R. Bell, 1991), the psycholinguistic model (Király, 1995), and the cognitive psychology framework (Wilss, 1996). One of the common traits in these frameworks is the role of problem-solving, decision-making, and the use of specific translation strategies. Wilss (1996), in particular, explains translation process in terms of decision-making and choice since

the translators' job is to transform an original text into a translated text through the process of planning, execution, and evaluation to "satisfy both the intention(s) of the ST author and the expectations of the TT readers" (p. 175). Therefore, one of the main goals in translation training is to develop students' strategies in decision-making and problem-solving (R. Bell, 1991; Fernández & Zabalbeascoa, 2012a; González-Davies, 2005; Lörscher, 2005; Orozco & Hurtado Albir, 2002; Scott-Tennent et al., 2000; Wilss, 1996). This notion supports the significance of strategic sub-competence, a part of procedural knowledge or the 'know how' in the model of translation competence (Fernández & Zabalbeascoa, 2012a; Galán-Mañas, 2011; PACTE Group, 2003) being investigated in this study.

Therefore, this section aims to explain two main components used in exploring students' strategic sub-competence in this study, which are 'translation problems' and 'translation strategies', so as to provide the basis for categorizing explanations on how translation problems are categorized and how to understand strategies that the students used to resolve the problems.

2.2.1.1 Translation problems

The term 'translation problem' has been widely discussed and researched in translation pedagogy and translation studies. For example, Krings (1986) investigated translation problems and strategies used by advanced learners of translation and proposed a model of translation process. Molina and Hurtado Albir (2002) explored how translation problems can be solved in an attempt to redefine translation techniques.

In order to explain didactic application of her text analysis model, Nord (1991, 2005) categorizes translation problems and distinguishes the differences between translation problems and translation difficulties. *A translation problem* refers to "an objective (or inter-subjective) transfer task which every translator (irrespective of their level of competence and of technical working conditions) has to solve during a particular translation process" whereas *a translation difficulty* is "subjective and have to do with the individual translator and the specific working conditions" (p. 166-167). Based on these two terms, scholars, such as Gile (2009) and Károly (2012),

investigated how translation students apply strategies and tactics in their translation process when they were dealing with translation problems and difficulties found in a source text.

Nord (2005) further explains that when translation students, especially at an early stage, are assigned to complete a translation task, specific working conditions that can interfere with their performances are such as time management or lack of necessary technical resources. Thus, translation difficulties in this study were investigated by distinguishing between difficulties that arise from the students' lack of knowledge and competence, and from their working conditions.

In the present study, the term 'translation problems' are classified as (1) text-related problems, (2) text-related difficulties, and (3) performance-related difficulties.

1) *Text-related problems*

In this study, the term 'text-related problem' refers to objective transfer tasks every translator has to solve during a translation process. Categories of text-related problems used in previous research were varied, depending on the purpose and focus of each study. However, the key categorization widely accepted was proposed by Nord (2005), which includes pragmatic, convention-related, linguistic, and text-specific translation problems (Nord, 2005, p. 167). The details are as follows:

1. *Pragmatic translation problems* arise from contrast between the situation in which the ST is or was used to and the situation for which the target text is produced (e.g. the audience-orientation of a text or deictic references to time or place).
2. *Convention-related translation problems* arise from the differences in behavior conventions between the source and the target culture (e.g. text-type conventions, measurement conventions, and translation conventions)
3. *Linguistic translation problems* arise from the structural differences between source and target language (e.g. the translation of the English gerund into German or German modal particles into Spanish)
4. *Text-specific translation problems* arise from the particular characteristics of the source text (e.g. the translation of a play on words)

Orozco and Hurtado Albir (2002) adapted Nord's categories and used them as a framework to develop an instrument to measure translation competence

acquisition. Their categories consist of linguistic, extra-linguistic, transfer, and pragmatic problems.

In English-Thai translation, Suvannanond (2012) and Unaratana (2005) proposed detailed categories of text-related problems in English-Thai translation. Suvannanond (2012) also explains differences of English and Thai grammatical systems, and categorizes them as (1) the use of word order (such as word order in a noun phrase and serial verbs); (2) the use of grammatical subjects (such as dummy subjects in English and omission of subjects in Thai); (3) the use of topic marking (such as passive voice and cleft sentences in English); and (4) the use of grammatical marking (such as marking of time, gender, and plurality in English and Thai).

Therefore, in this study, the two main categories of text-related problems which are linguistic problems and convention-related problems were adapted from the descriptions by Nord (2005), and their subcategories were adapted from the explanations and categorizations of English-Thai translation problems by Suvannanond (2012) and Unaratana (2005). These categories were used for classroom practice in Module A (Training session), and in Module B (Collaborative Translation Project) the students' abilities to identify and solve the problems in their translation project were investigated.

2) *Text-related difficulties*

The term 'text-related difficulty' in this study, as part of the term 'translation difficulty' by Nord (2005), refers to subjective transfer tasks each translator has to solve during a translation process due to their own level of knowledge and competence.

As explained previously, text-related difficulties are any elements in translation tasks that individuals view as problematic for them, so there are no specific categories of text-related difficulties. They can be in the forms of words, phrases, sentences, or even fragments. Factors that cause text-related difficulties can be an individual translator's reading comprehension abilities, knowledge of specialized subjects or cultural background, sensitivity to the two languages, competence to write in the target language, and ability to use strategic tools to resolve problems (Gerding-Salas, 2000).

Any text-related difficulties that cannot be solved appropriately are considered 'translation errors'. Translation errors have been categorized in various dimensions. Hatim and Mason (1997) explains that classification of errors depends on the focus of analysis in a particular purpose. Errors at textual levels are such as register, pragmatic, and semiotic errors, which can lead to linguistic effects (effects on the main or the secondary part of sentences), semantic effects (effects on the main or the secondary argument), and pragmatic effects (effects on the sender's intention). In EFL learners' translation classrooms, errors that students made have been researched for the benefits of pedagogical implications. Károly (2012) examined recurring patterns of errors made by Hungarian EFL learners and revealed that the most frequent errors in English-Hungarian translation were at the lexical level, followed by the syntactic level and the textual (or lexical and grammatical cohesion) level respectively. In English-Thai translation, Kiriratnikom (2005) analyzed Thai EFL students' translation performance in an experimental study and found out that the most frequent errors were in vocabulary, tense, noun, article, subject-verb agreement, assumed to be caused by differences in grammatical structures of both languages, the students' wrong interpretation of vocabulary, and their carelessness in translation.

In this study, text-related difficulties, or problematic elements for individual students, were identified in their translation drafts and solved by the students, and then were analyzed and categorized by the researcher in order to examine the students' abilities to deal with those difficulties.

3) Performance-related difficulty

The term 'performance-related difficulty' in this study refers to subjective transfer tasks each translator has to solve during a translation process due to their specific working conditions, such as lack of translation resources or time constraint. (Nord, 2005)

Like text-related difficulties, performance-related difficulties are subjective. There are no specific categories of performance-related difficulties as they depend on individual students' working conditions and how they view them as difficulties

that affect their translation process. Working conditions can be more challenging when students are assigned to work collaboratively in a project.

In this study, performance-related difficulties, or problematic issues related to the students' working process, were identified by the students, and then were analyzed by the researcher in order to observe the students' abilities to deal with the performance-related difficulties during their projects.

Since the strategic sub-competence in this study includes both the abilities to identify and the abilities to solve translation problems. The next part, therefore, explains definitions and categories of translations strategies or how the problems can be resolved.

2.2.1.2 Translation strategies

Different terms have been used by scholars in the field to explain the process of translation, including strategies, procedures, and techniques (Molina & Hurtado Albir, 2002). One of the most common terms to refer to translation process as a whole is *translation strategies*. Krings (1986, p. 268) defines translation strategies as “potentially conscious plans for solving a translation problem”, and Lörcher (1991, p. 76) defines it as “a potentially conscious procedure for the solution of a problem which an individual is faced with when translating a text segment from one language into another”.

Due to their significant role in translation process, translation strategies have been categorized by several scholars in translation studies, such as Chesterman (2000), Molina and Hurtado Albir (2002), Vinay and Darbelnet (1958/1995). However, a set of strategies most suitable for EFL students in this learning context is the one proposed by Nida (1964), namely ‘techniques of adjustment’, consisting of additions, subtractions and alterations. ‘Addition’ is to add some elements in the target text, for example, when there is a shift in word class or when a message needs to be conveyed more explicitly. ‘Subtraction’ is omission of some elements from the source text, for example, to avoid repetitions of words or when grammatical patterns of the target language do not allow literal transfer. ‘Alteration’ is to change some elements; for example, when there is a change of word order or when idioms are

translated. However, it is noted that these techniques are only used when it is necessary since they are “(not) to justify such a modification of the source-language message, but to facilitate its reproduction in a different form, and in its fullest and most accurate sense” (Nida, 1964, p. 226).

In this research, these techniques of adjustment were adapted for classroom discussion and practice with an objective to raise the students’ awareness that translators can add, omit, or change some elements from the source text only when it is necessary. Therefore, these techniques were used as a guideline for discussion, but the students did not have to explicitly explain which techniques they used.

Apart from the techniques mentioned earlier, previous studies indicate that strategies students used to resolve translation problems in their collaborative projects also include face-to-face and online interaction to discuss issues and share ideas, as well as effective use of research tools (Galán-Mañas, 2011; Mitchell-Schuitevoerder, 2011; Prieto-Velasco & Fuentes-Luque, 2016).

In sum, the goals of translation training are to promote students’ abilities to identify translation problems and apply strategies to solve the problems.

In this study, therefore, translation problems were classified into three categories: text-related problems, text-related difficulties, and performance-related difficulties. All of the three terms are categorized by adapting the descriptions of translation competence proposed by Nord (2005). The subcategories of English-Thai text-related problems were adapted from the work of Suvannanond (2012) and Unaratana (2005). The strategies to solve text-related problems were adapted from the techniques of adjustments introduced by Nida (1964). However, there are no specific subcategories of text-related difficulties and performance-related difficulties, and no specific subcategories of strategies to solve them since they are subjective, depending on individual students’ abilities and working conditions.

The next topic discusses the communicative approach to translation training, one of the main theoretical frameworks in this study.

2.2.2 Communicative approach in translation training

Among theoretical perspectives from which translation can be studied such as the linguistic approach, the polysystem approach, and the psycholinguistic/cognitive approach (Baker, 1998), the communicative/functional approach is the one that has been widely appreciated and investigated in translation training (Colina, 2003b; González-Davies, 2005; Hatim & Mason, 1997; Kiraly, 1995, 2000; Olshanskaya, 2003). In the communicative approach, translation is considered a communicative activity, the activity that aims at achieving a communicative goal. With this approach, translation must be guided by a communicative purpose, starting from interpreting the source text meaning, negotiating it between source and target linguistic and cultural communities, and expressing it in the target text according to task specifications, translation conventions, and target language conventions. A target text, therefore, will be produced for a particular audience with a specific purpose in a particular place and time, and it has to correspond, to some extent, to the source text (Colina, 2003b; Hatim & Mason, 1997).

The communicative approach suggests that the goal of translation teaching is to facilitate the acquisition of translation competence by providing students opportunities to engage in communicative tasks so that they will be exposed to the natural process of acquisition. In translation classrooms, what we should develop is not only linguistic-cultural skills, but also other skills, such as the ability to identify translation problems and use appropriate strategies to solve them, to research new topics quickly and efficiently, to justify one's work when necessary, to negotiate and collaborate with other translators and subject matter experts to accomplish the task. All in all, students should be trained to be competent to tackle a variety of assignments and be confident to perform tasks that are different from those in their classroom learning (Colina, 2003b; Kiraly, 2000; Mackenzie, 2004).

In the present study, the communicative approach is one of the main theoretical frameworks that were adopted to develop the conceptual framework of the study. The next part describes key components of task design that can be integrated in a translation project in the communicative translation classroom.

2.2.3 Task design in translation training

Task design is a step in the syllabus design process. Kelly (2012) explains that the process starts from analyzing social and market needs in the institutional and social context of the training. Then, objectives and intended outcome will be specified using inputs from professional sectors, society, and academic disciplines involved. After that, the profile and the needs of the students will be identified so that the overall course content and structure can be designed and sequenced. Resources will be explored and obtained. At this stage, teaching and learning activities will be designed to achieve the intended learning outcomes. The activities and tasks also need to be sequenced and coordinated with each other and with the assessment activities. Course evaluation instruments will be designed. After the implementation, the quality will be reviewed for further improvement.

In the present study, this curricular design process was adapted to design the CLPM. All the relevant factors were analyzed, and all the key elements in each step were identify and designed accordingly so that the proposed learning module can be effectively used to enhance Thai EFL learners' strategic sub-competence in the particular social and institutional context (See details in 3.2.2). The illustration of all these steps is presented in Figure 3.

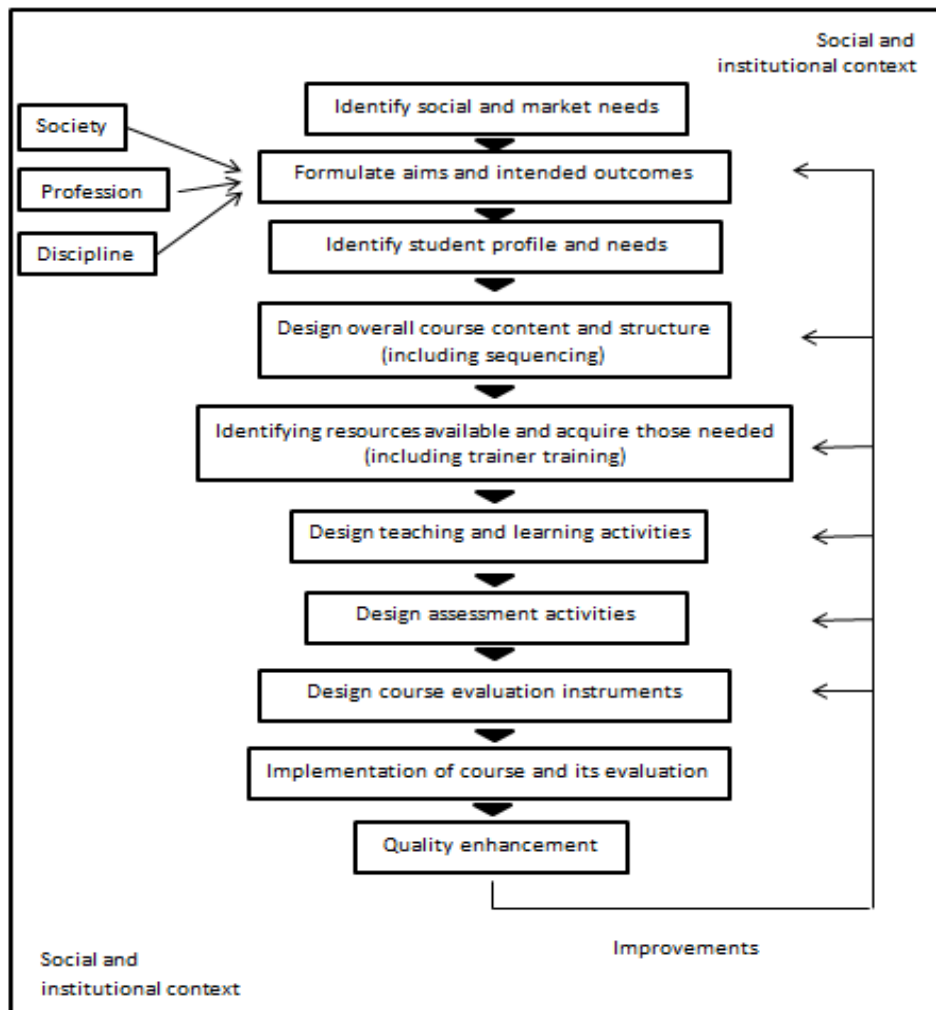


Figure 3 Curricular design process (Kelly, 2012, p. 3)

Research-based methodology can benefit the process of task design. For example, if empirical findings revealed that students tend to do the translation by paying attention to linguistic elements of the two languages without considering related contexts, what needs to be focused is the notion of communicative translation. Then, teaching methods, activities, and classroom implementation should aim at providing translation tasks with various communicative requirements (Colina, 2003a).

Scholars and researchers in the field emphasize that classroom activities should enhance skills necessary for preparing students to carry out different translation performance. Assigned tasks should be the ones students are likely to

encounter in their professional life, for example peer-editing, translating with the help of parallel texts, exchanging internet resources to solve specific problems, building glossary from the texts used in the classroom (González-Davies, 2005). Tasks should be designed for students to use their skills in real or simulated situations. Students can work in a small group, alternating roles as terminologists, translators, or revisers, or they can work with longer texts where co-ordination of terminology, register, layout, etc. is needed. It is also suggested that the teacher should start with familiar text types such as travel brochures and go on to more complex situations. Project work can be employed as it involves teamwork between translators working on the same text (Mackenzie, 2004). To maximize authenticity, Kiraly (2000) proposed a model translation project, according to the social constructivist approach, in the form of a collaborative translation project. It is an authentic whole-group collaborative translation project for a course or a course module for students in translation programs. In this model, students work collaboratively in small learning groups, with the teacher's job to support groups' efforts. The tasks included are analysis of assignments, editing and proofreading, paraphrasing translation for gist, using parallel texts, as well as doing library and internet search. A number of translation educators, such as Colina (2003b), J. Johnson (2003), Kelly (2012), and Rico (2010), suggest that portfolio keeping can be assigned as a task to emphasize the act of translation as a process, as well as the importance of global considerations, self-revision, and feedback.

Selecting texts for translation tasks is another key element in task design which requires careful attention. There should be continuity in the subject matter over a period of time so that the class can concentrate on specific aspects of the translation process. The text types selected should correspond to the students' future professional situations. The difficulty of the text, textual conventions, textual function, and subject matters should suit the stages of their learning and their experiences. The text should also allow students to do documentary and terminological research. Moreover, the text should have a combination of written texts and images, which can facilitate or cause some limitations on the translation. Some original texts containing outdated conventions or numerous errors might not

be suitable for students in their early stage of learning. Appropriate text selection will help promote students' self-confidence at each stage of learning (Kelly, 2000).

Effective task design requires meaningful learning activities, and three sources of inputs necessary for facilitating students' learning when performing translation tasks are the students themselves, their peers, and the teacher. The following section explains principles and practice of self-monitoring, peer-review, and teacher's feedback, in terms of reflection, self-revision, peer editing, peer assessment, and feedback from the teacher.

2.2.3.1 Self-monitoring

Self-monitoring is an activity that should be included in translation practice. Self-monitoring can be in the forms of reflection and self-revision.

1) Reflection

Reflection is important in learning process in both language learning and translation learning as it provides opportunities for students to think what learning means to them by recording what they have learned, how they have learned it, what worked and what did not work so it helps increase their self-awareness and self-regulation (Barkley, Cross, & Major, 2005; Chappuis, Stiggins, Chappuis, & Arter, 2012; Colina, 2003b). Reflection, sometimes called a 'learning diary' (Rico, 2010) or a 'journal' (Barkley et al., 2005), is usually used to accompany artifacts in projects or learning portfolios to make students' learning experiences more meaningful (Chappuis et al., 2012).

In translation training, reflection can be used to elicit information on students' development of translation competence. Fox (2000) and Rico (2010) reported that the diaries were used to keep a record of how students went about their translations, what problems they had found, how they had solved their problems, and what the reasoning was behind the decisions made for producing the final texts. Fox (2000) asserted that the students also developed their translation competence, such as the ability to analyze and comprehend the source text effectively, to understand the demand of the translation task, to produce text that meet target reader expectation, and to resolve problems related to cross-cultural

transfer. Also, they gained self-confidence in the decision-making process involved in translation. Mitchell-Schuitevoerder (2011) suggests that with the use of technology, blogs can be used as a platform for reflection where meaningful interaction and critical thinking are enhanced and shared among classmate. Moreover, for instructional purposes, students' reflection can be used as a decision for the adjustment of learning activities in the following classes (H. Li, 2006).

Scholars in translation training, such as Calvo (2015), J. Johnson (2003), Kelly (2012), and Rico (2010), as well as others from different fields of education, such as Niguidula, Ring, and Davis (2005) and Salkind (2013), have appreciated the value of reflection as an artifact to be included in learning portfolios. Reflection represents the students' abilities to think critically. As a keystone of learning portfolios, reflection demonstrates that the students "know how they know rather than what they know" (Niguidula et al, 2005, p. 4), and when the students reflect on what they are learning and how they are learning, their work is more meaningful.

2) *Self-revision*

Revision of one's own work is a necessary step in a process of any writing, and it is used as a means to improve students' writing skills in the writing classroom (Richards, 2010). Revising writing drafts encourages students to make a closer investigation of their own work in order to revise it for a better quality. During the stage of revision, confusing ideas or sentences can be revised so that all the main points and supporting details can be made clearer. Also, mistakes in grammar and other language use can be eliminated (PurdueOWL, 2013).

In translation, self-revision needs to be included since it is a skill necessary for both student translators and professional translators (Fernández & Zabalbeascoa, 2012a; Galán-Mañas, 2016; Mossop, 2007). When self-revision is implemented as a classroom activity, self-editing and self-assessment can be performed as a single task, but sometimes they are integrated as self-revision.

In self-editing process, only scanning or spot-checking is not sufficient. Self-editing can be performed by using a comparative re-reading of the translation draft, but if not practical, students can reread the entire translation before starting the

revision. The parameter used in self-editing can be adapted for the use of peer-editing as well (Mossop, 2007).

Self-assessment is normally performed as a tool that aids learning systems rather than as part of course grades. Self-assessment is sometimes incorporated with self-reflection at different stages of learning by using different tools, such as portfolios during the drafting stage (Federici, 2010; Galán-Mañas, 2016), or at the end of the translation project using a self-evaluation form (Galán-Mañas, 2011) or metacognitive questionnaires (Fernández & Zabalbeascoa, 2012a).

2.2.3.2 Peer review

Peer review is an alternative learning activity involving peer editing and peer assessment. It can be effectively used in various settings, including writing and translation classrooms. Peer review provides students with opportunities to get feedback on their work and to practice different skills necessary for language learning (Lundstorm & Baker, 2009). In translation classrooms, peer editing and peer assessment are recognized as productive activities because students can learn to give feedback, respond to feedback, and importantly, apply what they learned from the process to their own translation.

1) Peer editing

In peer editing, students work in pairs, in groups, or as a class to critically review other's pieces of writing and provide editorial feedback. Peer editing in language classrooms can benefit individual students as student writers and student editors. As the writers of the papers, the editing process provides them constructive criticism that can be used to improve their paper. In turn, when the students read their peers' papers, important writing skills that are used to edit other's papers can be applied for their own writing. More importantly, peer editing is a form of collaborative learning that engages all the students and enhances meaningful learning experiences (Barkley et al., 2005; Berg, 1999; Byrd, 2003; K. Chong, 2010; N. Diab, 2010; N. Diab, 2011; Jesnek, 2011; Lundstorm & Baker, 2009).

Giving feedback is also a key element in peer editing. Feedback can be provided in verbal or written forms. Also, the feedback given can be as a one-way or two-way communication (Barkley et al., 2005).

When peer editing is first introduced to the classroom, students may not be comfortable critiquing each other's writing and may be reluctant to judge others, so to promote substantive and constructive feedback, the teacher has to make sure students clearly understand the purposes and the process of peer editing. The lists of responsibilities as writers and editors should be elaborated and discussed in class. After peer editing, it is also a good idea to have students reflect on the process, consider how well they worked together and what actions they will take in the next peer-editing situation. Also, they should be encouraged to thank each other for the help and congratulate each other upon completion (Barkley et al., 2005; Byrd, 2003).

In translation classrooms, peer editing is also necessary as it is what students tend to encounter in a professional setting, and during the process, students will learn to focus on unnoticed translation problems due to processing or attention limitation (Colina, 2003b).

One of the most practical parameters to be used in peer editing was proposed by Mossop (2007). All translation problems are classified into four categories: problems of meaning transfer, problems of content, problems of language and style, and problems of physical presentation. All the parameters include accuracy, completeness, logic, facts, smoothness, tailoring, sub-language, idiom, mechanics, layout, typography, and organization. The degree of revision can vary, depending on types of texts and particular working contexts, such as how the text is going to be used, who is going to be the readers, and the factor of time limitation. These parameters can be used in the process of self-revision, peer assessment, and teacher's assessment.

2) *Peer assessment*

Peer assessment is a form of activity for students to consider and specify quality of their peers' work or performance. In language classrooms, products or outputs being assessed can be writing assignments, portfolios, or oral presentations. The assessment can be either formative or summative, but normally peer

assessment is formative with the goals to help students identify their strengths and weaknesses, to target areas for remedial action, and to develop their learning skills. Students performing peer assessment tasks will benefit in different aspects. Feedback from peers can be useful inputs for student writers to revise their work, and it can bring about cognitive and metacognitive gains because the process involves intelligent questioning, and identifying and analyzing errors and misconceptions. Students also get to increase reflection and generalization to new situations, which will promote self-assessment and greater metacognitive self-awareness. Importantly, learning engagement will be enhanced. Students will be more engaged when they are involved in the assessment process, both as an assessor and assessee. They will also be more interactive when the two parties meet to provide and respond to feedback from the evaluation. They can be allowed to exchange and negotiate ideas about the work being assessed. However, it is noted that the purpose, the methods, the assessment scheme must be communicated to the students, and demonstration and practice must be provided before the implementation of the assessment so that both the assessor and the assessee understand their roles and fully benefit from it (Topping, 2009).

In translation classrooms, peer assessment is also very important because the assessment process can develop students' translation competence by enhancing their self-awareness. More importantly, assessment by peers can help simulate the real-world working contexts in which translations will be assessed by others. While participating in the peer assessment process, students can learn to how to receive and respond to feedback by others, as well as to justify their work, which is one of the skills needed for translation. Collaboration among students can also promote social interaction and engage them in their learning (Kiraly, 2000).

2.2.3.3 Teacher's feedback

Feedback refers to the information on how successfully a task has been or is being done (Sadler, 1989). According to Butler and McMunn (2006), quality feedback must be accurate, precise, and selective. Such feedback can reflect a valid observation on students' specific behaviors, not merely vague comments or

generalizations. Thus, feedback from the teacher needs to be clear, easily understood, and given at appropriate time because it will be useful only when students can learn their strengths and weaknesses from it, and use it as a guideline for improving their performance. Effective and timely feedback can promote learning as it involves students in the process of deciding what the next steps should be (Harlen, 2006).

In the communicative approach to translation training, productive feedback is crucial for effective assessment (Kelly, 2012). It is not encouraging for students when the teacher gives feedback on their work by providing a long list of error types or counting errors using quantitative statements, partly because some errors may be accidental and it is also difficult to understand how to improve their work. Thus, the focus of teacher's feedback is not how many mistakes the students made, but what problem areas they need to work on. The teacher should also come up with terms to refer to each problem area to make the feedback useful and comprehensible (Mossop, 2007).

In translation classrooms, especially when collaborative projects are assigned to the students, one of the teacher's roles as a facilitator is providing timely feedback. Galán-Mañas (2011) asserts that systematic and continual feedback on the assigned tasks is crucial since the students can learn from their mistakes, deal with the difficulties at the current stage, and develop their skills to perform better in the next stage of their projects. For instance, more useful resources can be introduced to the students (Károly, 2012), or some translation tasks can be designed based on the students' latest mistakes (D. Li, 2006).

In the present study, reflection, self-revision, peer-editing, peer-assessment, and the teacher's feedback were integrated into the developed collaborative translation project for the EFL learners. The next section explains how assessment and evaluation can be included in the communicative translation teaching approach.

2.2.4 Assessment and evaluation in translation classrooms

Designing an assessment and evaluation procedure is an important step to ensure quality translation pedagogy (Colina, 2003b). Careful considerations need to

be made before developing an appropriate assessment scheme for a particular classroom context.

This section provides an overview of possible assessment, evaluation, and feedback methods in classroom learning, particularly in communicative translation classrooms, and the rationale for selecting appropriate methods for the CLPM in this study will be explained.

2.2.4.1 Formative and summative assessment

According to Sadler (1989, p. 120), *formative assessment* focuses on “how judgments about the quality of student responses (performance, pieces, or works) can be used to shape and improve students’ competence” whereas *summative assessment* is “summing up or summarizing the achievement status of a student, and is geared towards reporting at the end of a course of study especially for purposes of certification”. The two forms of assessment are distinguished by their instructional purposes. Formative assessment aims at assessing students’ progress to provide data as a guideline for the following steps of teaching-learning activities. The results may or may not be used to determine final grades. Summative assessment focuses on assessing students’ achievement at the end of an instructional segment or program to see if the learning objectives have been met, and its results are reported as a part of final grades (Banks, 2005).

In the communicative translation teaching approach, the object of assessment should be translator skills, not the products of translation. Formative assessment is, therefore, very important because the feedback provided becomes part of the learning process which can improve students’ translation skills (Colina, 2003b; Hatim & Mason, 1997; Kelly, 2012).

Although formative assessment is ideal for developing students’ translation competence, in most translation courses at tertiary education, both formative and summative assessment are required since teachers need to assign grades to students to see if they could pass the course. However, summative assessment can be implemented more effectively when being assigned a formative role. For example, exams can be marked and returned to the students with comments on how to

improve it. Moreover, translation exams, when being well-designed in accordance with course objectives and other learning activities, can be meaningful learning experience since it will promote the acquisition of translation skills, not only to demonstrate students' linguistic knowledge (Kelly, 2012).

Harlen (2006) explains that formative and summative assessment can be effectively used in different forms and purposes by adding the notion of formality (i.e. informal and formal). As a result, there are informal and formal formative assessments, as well as informal and formal summative assessments. Formative assessment can be informal when class work is assessed by both students and the teacher, and its result is used as feedback for them to know what the next steps in learning should be. For example, students are assigned to do reciprocal editing of their writing drafts before submitting to the teacher for reference. Formative assessment can be more formal when the teacher is the one who assesses students' performance, aiming to get feedback for the next steps in teaching. For example, a pop quiz is conducted and marked by the teacher. Summative assessment is formal when a separate task of test, such as the final examination, is developed to assess an individual student's achievement, and its results are recorded officially in students' grade reports. However, summative assessment can be informal when it aims at monitoring students' progress against the teaching plans. For example, students present a draft of their group project so that the teacher can check their work progress against the plan. The summary of each dimension is illustrated in Table 1.

Table 1 *A Possible dimension of assessment purposes and practices*
(Harlen, 2006, p. 114)

Formative	←—————→			Summative
	<i>Informal formative</i>	<i>Formal formative</i>	<i>Informal summative</i>	<i>Formal summative</i>
Major focus	What are the next steps in learning?		What has been achieved to date?	
Purpose	To inform next steps in learning	To inform next steps in teaching	To monitor progress against plans	To record achievements of individuals
Collection of evidence	As normal part of class work	Introduced into normal class work	Introduced into normal class work	Separate task of test
Basis of judgment	Student referenced	Student and criterion referenced	Criterion referenced	Criterion referenced
Judged by	Students and teacher	Teacher	Teacher	Teacher or external marker
Action taken	Feedback to students and teacher	Feedback into teaching plans	Feedback into teaching plans	Report to students, parents, other teachers, etc.
Epithet	Assessment for learning	Matching	Dip stick	Assessment of learning

From the table above, it is clearly shown that assessment can be conducted in different forms, depending on the purpose of a particular context. However, it is necessary that students be trained how to assess and evaluate the quality of their own work, especially during the process of their production, since they can learn best by understanding the goals and assessing what they need to do to reach it (Sadler, 1989). For instance, an integration of self-monitoring and peer-review in

the learning process can engage them both in the context of language teaching (Lundstorm & Baker, 2009) and translation training (Kiraly, 2000) as previously discussed in the section of task design in translation training.

2.2.4.2 Norm-reference and Criterion-reference measurement

There are two approaches to measure students' performance: norm-referenced and criterion-referenced measurement. *Norm-referenced measurement* assesses translation ability by comparing it to a norm, so each score is seen in the light of other scores. Since students' ability is compared to others in the class, this approach is criticized as being inappropriately competitive and discouraging for average or low achieving students. On the contrary, the other approach, *criterion-referenced measurement*, evaluates translation products and skills according to established criterion, or descriptions of performance at a given level. Therefore, performance goals can be set for individual learners, and they can reach an expected goal at their own rate. *The criterion-referenced measurement* is said to be more effective in classroom assessment since it promotes students' motivation and their attempt for their own best rather than against other learners (Colina, 2003b; Hatim & Mason, 1997; Kiraly, 2000; McNamara, 2000).

2.2.4.3 Point-deduction and rubric scoring

In translation pedagogy, two scoring systems are commonly used: the point-deduction and the rubric scoring. In the *point-deducting system*, number of errors will be counted and the scores are deducted accordingly. Point-deducting or error deducting is widely used in translation teaching programs, but it is sometimes difficult to classify errors that actually appear in translated texts. Also, this system suggests that there are absolute answers to the item tested (Colina, 2003b) while the communicative translation approach promotes non-binary evaluation method since translation solutions should be viewed as more or less appropriate for the purpose of translation, not just right or wrong (Pym, 1992). In some cases, students are reluctant to make their own translation choice and tend to adhere to the source text for fear of losing points (Kim, 2009) since points are deducted when there is an error,

but no points are awarded even when excellent choices are made in solving difficult problems.

On the contrary, *rubric scoring system* scores all the elements relevant to the test. A set of criteria with scales is developed, and each scale has level descriptors which describe performances that illustrate competence at a particular level. A rubric can have a scale that runs from 1-3, or from 1-6, or any other sets that are meaningful for the organization developing the test (Angelelli, 2009; McNamara, 2000).

2.2.4.4 Holistic and analytic rating

In rubric scoring, rating of a student's performance can be conducted either in holistic or analytic. *Holistic rating* in translation assesses the overall quality of the translation work or the level of translation skills in a single score and/or description, and a holistic rubric is used to provide descriptions of different levels of overall performance, so it corresponds to global judgments and efficient in assigning grades. On the contrary, in *analytic rating*, or sometimes called 'componential rating', an individual skill is separately graded and the scores are added to obtain a final evaluation. Analytic rating requires separate rating scales (such as, excellent, good, fair, or poor) or scaled frequency judgments (such as, always, frequently, sometimes, or never) for each aspect assessed. Analytic rubrics provide more specific feedback about students' strengths and weaknesses of their performance, especially when descriptions of characteristics or quality of performance are well-developed (Colina, 2003b; Hatim & Mason, 1997; McNamara, 2000; Miller, Linn, & Gronlund, 2009). Due to the multicomponential nature of translation competence, analytic rating is believed to be more appropriate for evaluating students' translation skills in translation classrooms (Colina, 2003b).

Therefore, communicative translation teaching can benefit most from the use of analytic scoring criteria since each translation sub-competence is given a separate score, and the final grade is the result of adding the partial scores from each of the categories. Also, analytic scoring criteria can be adapted to different goals and situations by varying the weight assigned to each category (Colina, 2003b). In order

to develop an effective translation assessment scheme for a particular learning context, a working definition and description of translation competence needs to be established first. Then, teaching and testing materials can be designed on the basis of such description (Angelelli, 2009; Colina, 2003b).

In the present study, therefore, the assessment scheme of the CLPM comprises different forms of formative assessment to provide feedback for the students during the process of translation and also summative assessment to evaluate their performance at the end of the CLPM. However, it is noted that the criterion-reference measurement was selected to design analytic scoring rubrics for giving feedback on the students' translation assignments and tests.

2.2.4.5 Development of translation tests

Hatim and Mason (1997) assert that, in translation classrooms, assessment should be designed on the basis of learning objectives, and the aim is not translation quality assessment, but translator performance assessment. What constitutes an important translator skill is “the ability to handle tasks specification and audience design” (p. 204). Therefore, in order to increase the reliability of the measurement, translation teachers should develop tests to measure discrete skills, such as ability to infer or to handle idiolect.

It is further explained that a set of translation abilities has three dimensions: source text processing skills, transfer skills, and target text processing skills. Some of the activities in these dimensions can overlap or happen concurrently since these skills interact with each other. For example, fulfilling of the rhetorical purpose is categorized under the transfer skills, but the rhetorical purpose is determined during the source text processing, and it, in turn, determines target text processing. Importantly, when a test is developed in classroom settings, test specifications must be clearly planned and a marking scheme will determine the weighting for the measurement of particular skills (Hatim & Mason, 1997).

In conclusion, this part of the literature review has explained the overview of translation training by focusing on its goals, task design, as well as assessment and evaluation in the communicative approach to translation training.

The next part explores a learning approach which can be well-integrated with the communicative approach to translation training, which is the collaborative project-based learning approach, since they share some common values in the development of students' translation competence. Relevant theoretical concepts, approaches, and pedagogical methods will be reviewed, with an objective to set a framework for the development of a collaborative project-based learning module for enhancing EFL learners' strategic sub-competence in their translation classroom context.

2.3 Collaborative project-based learning

Collaborative project-based learning is a combination of two main approaches, collaborative learning and project-based learning, with the underlying theory of social constructivism. This part of the literature elucidates each element in the collaborative project-based learning approach and reviews studies implementing this approach, with the main focus on translation classroom learning contexts.

2.3.1 Social constructivist approach and translation training

Scholars in the field of translation studies and translation pedagogy have confirmed that social constructivist approach suits most in translation classrooms (J. Johnson, 2003; Kiraly, 2000, 2003; Pym, 2011; Rico, 2010). The theory of social constructivism by Lev Vygotsky (1896-1934), dating back from the 1920s and 1930s and becoming available in the West in the 1970s, underscores socio-cultural characteristics of learning in students' development and their interaction to clarify their thoughts and co-construct knowledge, with a facilitator role of the teacher (Bartlett & Burton, 2012; Bennett & O'Brien, 2008). Translation pedagogy is one of the educational fields that has embraced this theory into their classrooms. Kiraly (2000), a key figure who integrates the social constructivist approach into translation training, notes that an individual student "creates or constructs meanings and knowledge" (p. 4) through participation in social interaction, and collaboration among students will empower them to be active learners who are willing to collaborate with others in their own learning. Pym (2011) asserts that the teacher is a facilitator who

provides a space for students to learn from the stage of identifying their learning objectives to the stage of evaluating their learning activities. This approach is process-oriented and student-centered since it emphasizes the development of students' thinking process and problem-solving skills, involving students in the learning process from the planning to the assessment stages (Banks, 2005).

Collaborative learning and project-based learning are the two prominent learning approaches under the social constructivism since both approaches believe in empowering students through collaboration and construction of meanings in their learning process.

2.3.2 Collaborative learning

Collaborative learning, a learning approach which is in line with the theory of social constructivism, has been valued among educators who believe in empowering students through social interaction and group process. This part provides a detailed description of collaborative learning, in comparison with its related term 'cooperative learning' and explores how collaborative learning can be implemented in language classrooms and translation training contexts.

2.3.2.1 Description of collaborative learning

The term 'collaborative learning' is sometimes used interchangeably with the term 'cooperative learning' since the two approaches are based on constructivism (Barkley et al., 2005; Panitz, 1997). While some educators such as D. Johnson and F. Johnson (2003, p. 488) explain about students working together "to complete a shared goal" and "to maximize their own and each other's learning" using the term 'cooperative learning', some prefer to distinguish between the two terms. Bruffee (1995), for example, clearly distinguishes between the two terms by explaining that the two approaches are developed to help students learn to work together independently but *collaborative learning* is developed for teaching students in higher education levels, aiming to train them to work together more effectively and efficiently on particular issues while *cooperative learning* is developed for primary school education, with a focus on social integration, aiming to

enhance group work among younger students. Therefore, in cooperative learning, teachers have more controls over their group work, for example, teachers will assign social roles for students and monitor their group work closely to make sure that they fully and equally participate. On the contrary, in collaborative learning group, group management belongs to students' decision, with the least treatment by teachers. In shifting the authority from the teacher to the students, students are allowed to negotiate group process among themselves and learn to work together in solving problems in their group work (Barkley et al., 2005). Students in collaborative learning are also encouraged to construct knowledge socially in small groups and then test the knowledge in a larger community of the class as a whole and with the teacher (Donnelly & Fitzmaurice, 2005). The goal of collaborative learning is to develop students to be more autonomous, as well as socially and intellectually mature. Panitz (1997) differentiates the two approaches by highlighting that cooperative learning is more directive, more structured and more controlled by the teacher while collaborative learning is more student-centered since students are given more responsibilities in sharing the authority and contribution in their group process.

2.3.2.2 Implementation of collaborative learning

Nunan (1992) supports collaborative language learning, emphasizing that learning is a social, as well as psychological, process. In language classrooms, collaboration among students can enhance their learning capacity as this approach increases their awareness about language, about themselves, and about learning so both communicative and meta-communicative skills can be developed. Collaborative learning in language classrooms in tertiary education can be employed in different contexts for different purposes, focusing on specific skills or being in a form of projects. For example, a collaborative writing task can be assigned to small groups of students to work together on producing a written text. This task provides opportunities for language learning, reflective thinking, learning awareness, a greater understanding of audience, and group interaction (Murray, 1992; Storch, 2011).

In translation training, Kiraly (2000, 2001, 2003, 2005) confirms that collaborative learning, with the underlying concept of social constructivism, is the most effective approach in translation classrooms, where students could learn best by interacting with each other to construct knowledge, and the teacher, as a facilitator, provide them appropriate learning environments so that they can benefit most in their learning process.

However, like other learning contexts, collaborative learning in translation classrooms does not develop only by assigning students to work together in a team. Students need to be aware of its importance and benefits to achieve in their teamwork. A research study on the acquisition of interpersonal competence through collaborative learning of undergraduate students during the first stages of translation training in Spain by Barros (2011) revealed that 45.5% of the students were aware of the importance of interpersonal competence and preferred to combine individual work with teamwork, but 85.9% had never received any training on teamwork. Additionally, when the students were asked about advantages of collaborative learning, 96.9% of the students perceived a number of advantages of teamwork, but 100% of them mentioned its disadvantages. The researcher, therefore, pointed out that students need some training to fully understand its principles, benefits, and their roles as a member of a team in order to be able to work collaboratively. Also well-structured support and follow-up by the teachers are necessary for the success of collaborative learning.

Collaborative learning in the context of translation training is usually integrated with the project-based learning approach (Kiraly, 2001, 2005; Mitchell-Schuitevoerder, 2011) since the two approaches can be effectively combined to empower students through their learning process.

2.3.3 Project-based learning

Project-based learning has been implemented in a variety of learning environments. This section provides a description of the approach, characteristics of project work, and the implementation of project-based learning in different classroom contexts.

2.3.3.1 Description of project-based learning

Project-based learning is an approach that offers students authority and full responsibility in their learning to pursue knowledge, starting from designing their own inquiry, planning, organizing the process, implementing strategies, and presenting their end product. This approach is learner-centered since it requires students' involvement throughout the whole process, with the teacher as a facilitator or a coordinator. Project-based learning can be individual, but usually it is implemented with the cooperative or collaborative learning approach. When the two approaches are combined, students work in groups by collaborating in authentic, real-world tasks for an extended period of time. Within the higher education context, in which students are more mature, students are given more authority and responsibilities in their group project. Therefore, to accomplish the project, group members must be fully and actively engaged, and their motivation and commitment will determine the success of the project. Nevertheless, implementing the project-based learning approach can be challenging if teachers and students do not have a full understanding of its underlying principles and their own roles in this teaching-learning paradigm (S. Bell, 2010; Blumenfield et al., 1991; Donnelly & Fitzmaurice, 2005; Fried-Booth, 2002; Grant, 2002).

2.3.3.2 Characteristics of project work

Project work in the field of education was originated from the influence of the communicative approach at the beginning of the 1980s (Fried-Booth, 2002). In project-based learning, the end-product drives the whole learning process: the planning, the production, and the evaluation process. Projects can vary in scope, timeframe, and the level of technology involved, so they are adaptable to different types of learners and learning situations. Projects include a guiding question or problem that leads to activities and a series of artifacts that lead to a final product. Students can be responsible for creating the questions of their interest, or the teacher can prepare them, but the guiding questions should be interesting and meaningful to the students so as to motivate and engage them in their learning, as well as to promote a deep level of understanding of the course content or to

enhance the skills needed. The tasks should be authentic and simulate professional situations so that these learning experiences can bridge the gap between classroom learning and real-life experience. The end-product or the artifacts can also be shared and critiqued so it allows students to provide feedback and reflect on the knowledge and revise their work (Blumenfield et al., 1991; Donnelly & Fitzmaurice, 2005; Fried-Booth, 2002)

Donnelly and Fitzmaurice (2005) proposed a diagram of main stages involved in doing a project. It starts from the planning stage where students read the project brief and discuss within their groups to make sure they understand what the project requires. The researching stage consists of allocating work responsibilities, and also locating and collecting information. Then the first draft will be written by synthesizing individual elements into a coherent piece of work. The following step is the rewriting in which members revise and edit their own work before the last stage, submitting the project. The diagram is illustrated in Figure 4.

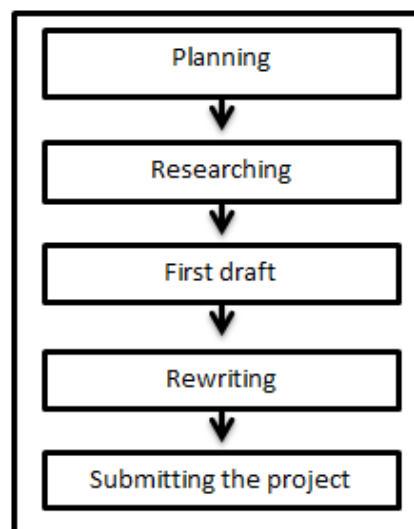


Figure 4 Main stages in doing a project (Donnelly & Fitzmaurice, 2005, p. 92)

The key element of project work is not the end-product, but the process to achieve it, so project work usually has a timeline and milestones to keep tracks of each step. In some projects, a storage system that is well-organized, easily

accessible, and clearly indexed, is needed to collect information, retrieve it, and share it with others (Fried-Booth, 2002). Blumenfield et al. (1991) elaborate how technology can enhance motivation and support students' learning in their project work. Technology offers access to a variety of realistic information for students to form guiding problems or research questions of their interests and levels. In researching process, apart from getting authentic and up-to-date data, their understanding can be enhanced by multimodal forms of information, such as graphs or videos. Technology can also be introduced to provide strategic support for their project, such as managing data, monitoring work progress, and communicating among group members and the teacher. At the final stage of the project, technology can be included to produce and present their end product in various forms of artifacts.

In terms of assessment and evaluation, project work requires formative assessment as the project proceeds (Donnelly & Fitzmaurice, 2005), so portfolios are recommended because all the artifacts collected can be evidenced for the performance-based assessment, and scoring rubrics should be developed for the assessment process (Grant, 2002).

The following topic explains how projects can be implemented in the contexts of language learning and translation training and provides a guideline for developing a collaborative project-based learning module for Thai EFL students.

2.3.3.3 Implementation of project-based learning

Project-based learning can be implemented to enhance both language skills and other skills necessary for professionals, such as interpersonal, collaborative, critical thinking, and leadership skills (Musa, Mufti, Latiff, & Amin, 2011). In language classrooms, project-based learning was reported to improve students' communicative skills, learning strategies, and self-confidence (Shokri, 2010). Project-based learning was implemented as a project across English skill-based courses, speaking, reading, and writing, in a first-year English major curriculum, and it was found that the students' English proficiency were significantly improved and they enjoyed their study (Kraus, 2009). Project-based learning can also be applied for younger groups of learners as well (Mikulec & Miller, 2011). All in all, it is obvious

that in project-based learning the skills practiced are integrated, not isolated, and all the skills practiced outside classrooms can enhance students' learning motivation since the learning activities are more authentic and more challenging (Musa et al., 2011).

Similar to language learning contexts, the project-based learning approach has been appreciated in translation classrooms due to its power to develop students' translation competence and engage them in the whole process of learning.

In an undergraduate translation program in Spain, Galán-Mañas (2011) implemented a project in an introductory course to scientific-technical translation, with an objective to provide students with necessary competence to work in professional settings after graduation. The project involved students in real-world tasks. The source texts, which were articles in six issues of a technical magazine and two technical specification documents on robotic machinery, were provided by a foreign multinational robotics company. This project consisted of three phases: (1) planning, setting up groups and assigning tasks; (2) working on the project, and (3) assessing the project. The whole class collaborated in the same project, but the work was divided into different parts for small groups of 4-5. In the planning stage, the text was assessed and distributed to each student. Work responsibility in each group included documenting, searching for terminology, translating, proofreading, and being a project manager. In the second stage, students worked in their own time. Some class time was allowed for discussions among groups and the final presentation. In the presentation, each group explained their work procedures and how they solved problems, both translation-related and group dynamic-related. In the assessment stage, students did self-evaluation, co-evaluation of group members, co-evaluation across groups, and an individual final report explaining and analyzing their work such as the work organization, problems, and strategies to solve problems. Despite some difficulties in team working and some complaints about workload during the semester, at the end students gave positive feedback on the continual work assessment, their abilities to work autonomously as individuals and as a group, and they also enjoyed performing different tasks that prepared them for the professional world. The research also revealed that students performed better and

developed their degree-specific competencies, such as documenting, researching, translating and proofing, and general competence, including cooperating, communicating, planning, and organizing. As individual learners, they were highly motivated and demonstrated great commitment in performing the task.

In addition, Galán-Mañas (2011) provided some interesting recommendations that could be applied to the use of project-based learning in translation classrooms. First of all, careful planning for assessment and feedback is crucial. Assessment scales should be created for all the tasks, graded or non-graded, and assessment criteria should be incorporated to ensure continuous self-assessment of the drafts produced by groups. Also, to facilitate students with the collaboration, detailed steps of each phase of the project and deadline schedules should be specified as guidance for students. Before implementing the project, working on a shorter project would train students to work and share tasks. This project cast light on the importance of systematic support from the teacher, especially to a group of students who have little experience with long-term project work or in translation.

Other translation projects (Kiraly, 2001, 2005; Mitchell-Schuitevoerder, 2011) will be reviewed in the next section as they were conducted by incorporating project work with the concept of collaborative learning, a learning approach beneficial for learners in tertiary education .

2.3.4 Collaborative project-based learning

Collaborative project-based approach draws from a variety of educational theories and instructional practices, such as collaborative learning, project-based learning, and active learning (Ward & Tiessen, 1997). This section provides a description of the approach and its implementation in translation classrooms.

2.3.4.1 Description of collaborative project-based learning

Collaborative project-based learning has been implemented in a variety of learning contexts in higher education since its student-centered approach promotes ability of critical thinking, problem-solving, and team-working during the process of self-directed learning. The entire process of this approach should be authentic,

based on real-world tasks, in order to bridge the gap between classroom learning and the professional world (Donnelly & Fitzmaurice, 2005). In a language learning context, for instance, a collaborative research project can be assigned so that students will use English in authentic activities and get to practice different learning skills such as creative thinking skills, social skills, research skills, computer skills, and presentation skills (J. Johnson, 2004).

In carrying out a collaborative project, students are required to work together and use their own ideas to accomplish the tasks, so this approach is a means to develop their ability to organize their own work plans. The focus of this approach is on the encouragement of students' initiative, self-directiveness, and independence (Donnelly & Fitzmaurice, 2005). Moreover, through collaboration, students with mixed ability can contribute their own efforts to the accomplishment of the project so this type of learning can boost students' self-esteem by allowing them to contribute skills, talents, and creativity (Fried-Booth, 2002).

Teachers as facilitators and coordinators need to have a good preparation before introducing a collaborative project into their classrooms. At the first implementation, careful piloting is needed to make sure that the time set for each step of the project is reasonable. It is also necessary to provide guidance at the beginning of the project to help students consider the appropriateness of their working plans and understand all details in the project specification. Importantly, this learning approach needs performance-based assessment, so the teacher's commitment is important in assessing the project. Time flexibility of the teacher for consultation will also help students fix problems at an appropriate time (Donnelly & Fitzmaurice, 2005).

Kiraly (2000) proposed a model of authentic collaborative translation projects with an attempt to maximize authenticity in the translation exercise class. Rather than assigning different tasks to develop students' translation skills and knowledge, an authentic whole-group collaborative translation project can be used for a course or a course module. Whenever possible, the teacher can assign a real translation commissioned by a client. This kind of project has a strict deadline, a real readership, some support from the client, formatting constraint, and specific quality

demand. The entire class can undertake the project together with the teacher as a project coordinator, expert advisor, and technical assistant. Using this model, students will learn to identify and plan the steps they will go through and how to distribute work among themselves. The teacher's role is to help organize, moderate and encourage the group's effort. Students can work collaboratively in small groups of three or four to accomplish each part of the project. Also student will learn how to search for parallel texts, library and Internet research, peer proof-reading, and editing.

2.3.4.2 Implementation of collaborative project-based learning in translation classrooms

This section elaborates details of collaborative translation projects implemented in translation degree programs, both at the undergraduate and graduate levels. Kiraly (2001, 2005) clearly demonstrated how to implement projects by using collaborative learning, with the underlying constructivist approach, in syllabus design and pedagogical procedures. In a translation practice class in German offered to undergraduate students in their seventh semester, an actual translation commission, which was two chapters in a coffee table book on history and culture of a small German region, was used for a collaborative project. All the sub-tasks and activities in the course were embedded in the project. Students were fully involved in discussion and negotiation among themselves with the teacher as an advisor and a project coordinator (Kiraly, 2001). Another translation project by Kiraly (2005) was assigned in advanced translation class. The whole group of students collaboratively worked in another actual project, translating subtitles of a documentary for a German film production company, with the assistance of the teacher who organized special training, tutoring sessions, and class discussions for peer review.

Both projects confirmed that when being engaged in an authentic work environment of the professional world, students were highly motivated to take responsibility for their own learning, and, from their views, they had learned a great deal about translation and collaborative work. With this kind of learning, apart from

enhancing competence in translation, the students' motivation and active participation are highly promoted (Kiraly, 2001, 2005).

In a British post-graduate degree program in translation, Mitchell-Schuitevoerder (2011) employed collaborative project-based learning in a translation and technology course to prepare students for the entry to the profession. This project adopted Skehan's task model and Kiraly's socio-constructivism theory, focusing on the authenticity of materials and the simulation of translator's working environment and translation process. The whole-class project was broken down into problems and the problems formed the structure of tasks, so each component of the projects was problem-based, with the students designing their own tasks and steps in each task within the given framework. As for the assessment, the final translation was not graded since this was believed to prevent the students from being product-driven and focusing only on their grades. Instead, assessing the process would help them concentrate more on the translation process, and the summative assessment was based on the two essays and one presentation in which the students gave a critical assessment of the tools used to accomplish their translation.

In conclusion, the review of concepts and practices of collaborative learning, project-based learning, and also the combination of the two, collaborative project-based learning, in the context of translation training in tertiary education in this section throw light on the formation of the CLPM for a business translation course for Thai EFL learners in this study. The next section adds some perspectives on the use of web-based project portfolios in translation projects to maximize students' learning experience.

2.3.5 Learning portfolios

A project portfolio to be implemented in this study is a type of learning portfolios.* This section reviews description and categories of learning portfolios, benefits and limitations of portfolio use from research in a variety of disciplines, and how learning portfolios can be integrated in translation classrooms. At the end of this part, rationale for integrating web-based portfolios in translation projects is explained.

2.3.5.1 Description and categories of learning portfolios

A learning portfolio is a collection of work that demonstrates students' efforts, progress, and accomplishment in one or more areas. Key elements of the use of portfolio are student engagement and learning autonomy as students are allowed to participate in their own learning and assessment process. While keeping their portfolios, students learn to set goals and directions of their own work and also reflect on their work and assess it (J. Johnson, 2003; Salkind, 2013).

Types of portfolios, methods of assessment, and the two currently used forms, paper-based and web-based portfolios, are elaborated as follows.

1) *Types of portfolios*

Types of learning portfolios have been categorized based on their purposes. According to Salkind (2013), *project portfolios* aim at documenting evidence of each step in a project in order to show the progression of the work along the way to the end of the project. Artifacts to collect, therefore, are all drafts of each completed step, as well as the final product. Each piece of evidence can be accompanied by an explanation of each step in a form of annotation or a comprehensive process paper. A reflection will help the students learn more from the process. In the present study, project portfolios were used since the focus of the research is

* A *learning portfolio* is a type of portfolios used in classroom settings. The other type is *work or career portfolios*, a showcase of best work professionals use to convince prospective employers of their abilities and qualities when seeking a new job. Independent contractors such as artists and photographers also use work portfolios to communicate to others their skills and capability.

to develop a translation learning module using the collaborative project-based learning approach.

Other types of portfolios that can be used in other learning contexts include *growth portfolios* that can show progress towards competence on one or more learning goals, *competence portfolios* that provide evidence of having developed competence in one or more area, and *celebration portfolios* that are used to showcase best work or what students are most proud of. All in all, the teacher has to decide which type of portfolios will match the learning objectives of the course (Salkind, 2013).

2) *Assessment of portfolios*

Portfolio keeping allows for students' direct participation in the assessment process. They can learn to respond to feedback from peers and the teacher and, in turn, learn to give feedback to their peers' work (Chappuis et al., 2012; Ramova & Andrew, 2011; Salkind, 2013).

The assessment of portfolios can be both formative and summative. It is formative when continuing efforts are evaluated, and it is summative when there is an evaluation of the accomplishment or the final products (J. Johnson, 2003; Salkind, 2013). In order to attain a quality assessment scheme, Chappuis et al. (2012) recommend that the teacher needs to analyze all the fundamental issues: the purpose of the assessment, the achievement to be assessed, and the design that matches with other course elements, and more importantly, the teacher needs to communicate with the students so that they clearly understand what is expected from this task.

3) *Forms of portfolios*

Learning portfolios can be collected either in a paper-based or a web-based form. Paper-based portfolios have been appreciated by educators for several decades due to a number of constructive qualities (Dysthe, Engelsen, & Limac, 2007; Hill, 2012; J. Johnson, 2003). However, they still have limitations with respect to data storage, search, and management. Recently, electronic communication advancement brought us a web-based form of portfolios, and now web-based portfolios are finding increasing implementation in a variety of learning contexts since

they are easily available, accessible, portable, and interactive (Chang, 2002; Hung, 2012; Pullman, 2002). With the use of technology, students' learning experiences are richer and more meaningful. Artifacts can be collected and shared in an electronic form, such as digital files of their work or video presentations, as well as links to interesting online resources (Niguidula et al., 2005). Students' work in progress can be stored, retrieved, and revised collaboratively and conveniently by everyone in their groups at any place and any time. More importantly, their ongoing learning experiences can be shared within groups and with others in class. When an online comment box is included, synchronous feedback from peers and others can accommodate the students in revising their own work and learning more from each other. Web-based portfolios can also be publicized, and when students realize that their work can be viewed by various audiences, they can be more conscious of what they put and display, and in turn, put more effort into their work. In terms of pedagogical affordances, the teacher can monitor their progress and assess their work, as well as giving feedback regularly (Niguidula et al., 2005; Reinders & White, 2010).

2.3.5.2 Benefits and limitations of learning portfolios

Researchers in a variety of disciplines have been exploring benefits and limitations of paper-based and web-based portfolios. In different fields of study, much research on portfolio learning and assessment has demonstrated that it can enhance positive effects on students' performance in different learning contexts, such as a pre-service math teacher program (Caceres, Chamoso, & Azcarate, 2010), a computer class at a junior high school (Chang & Tseng, 2009), or English writing classes (Nicolaidou, 2012; Ramova & Andrew, 2011).

There are also studies that bring to light limitations of portfolio use. Despite a lot of positive feedback from the students, some drawbacks are also reported. For paper-based portfolios, difficulty and workload are two main important issues. For example, a survey of 204 EFL university students in their writing classes in Turkey reported that there were a lot of complaints on writing steps such as drafting, providing feedback, using checklists, and analyzing errors; additionally, the students

mentioned that it was difficult to work with their peers. The researcher, then, suggested that teachers should concentrate more on the issues of motivations and autonomous learning (Aydin, 2010). For web-based portfolios, frustration and anxiety seem to be major obstacles when web-based portfolios are first introduced. In an investigation of portfolio assessment in a group of elementary pre-service teachers in the US, frustrations and challenges occurred when they created their first web-based portfolios (Lin, 2008). Similarly, pre-service teachers in a master's program in TESOL stated that web-based portfolios resulted in learning anxiety deriving from larger audience, and resistance to technology was also evidenced (Hung, 2012). In a younger group of learners, the use of web-based portfolios in a junior high school in Taiwan was examined; an issue of concern among students was the peer-assessment performance (Chang & Tseng, 2009).

To provide a clearer picture of portfolio keeping, the next section describes how scholars in translation studies used portfolios in the context of translation classrooms.

2.3.5.3 Use of portfolios in translation classrooms

In recent years, portfolio keeping in translation classrooms has become very popular as its focus is on students' full engagement with the learning process, not the finished pieces of work (Niguidula et al., 2005). Kelly (2012) suggests that items in the portfolios should include an introduction part, stating the objectives and structure of the portfolios, sample translations, and students' reflections explaining what artifacts are chosen and what they demonstrate. In some cases, portfolios can comprise students' commentaries on translations, assessment of the translation by an expert in the subject area or from peers, revision of each work, specialized glossaries, and review of a book covering a theoretical point of view on the type of translation. Significantly, it can include reflections on their own work with an analysis of how their learning experiences have contributed to their work. Campos (2004) adds that these activities must be carried out in stages, with specific instructions, control guidelines, checklists, and clear evaluation criteria.

In terms of assessment, Campos (2004) explains that both qualitative and quantitative assessment approaches can be implemented with different focuses and purposes. The qualitative approach is based on students' levels of development, and the teacher assesses different developmental stages and diagnoses problems of students' translation procedures. The quantitative approach, on the contrary, focuses on a numerical rating scale. What to be evaluated can be completed products, such as the final translations with an analysis, or the portfolio as a whole. J. Johnson (2003) suggests that formative assessment should be highlighted because portfolio use puts more emphasis on students' learning process. As H. Li (2006) points out, students must be taught how to do things right rather than being punished for what they have done wrong, and the assessment should be based on the overall analysis of students' competence or together with their efforts in learning how to translate.

Previous research on portfolio keeping in translation training has shown different perspectives on how portfolios can be integrated into translation classrooms. Paper-based portfolio use in a basic translation course of graduate students in translation in the US was examined by J. Johnson (2003). The advantages of this portfolio keeping were reflection and revision. Their portfolios contained all the students' work in the course, and also a 'self-review', discussing how their knowledge and skills had evolved, what they got from the assignments, what they needed to work on, and how they were feeling about translation as a profession. Besides, the students were encouraged to make revision after discussion and feedback, so they could resubmit their work and/or have it reviewed by peers until the work was completely satisfied.

Paper-based portfolio use in a group of English major students with no experience in translation in China was investigated by H. Li (2006). It was reported that 23% of the students stated that this course was very helpful to develop their translation competence, challenged them, and put them in charge in learning translation; however, 29 % of the students rejected this model as they preferred listening to the teacher's explanation in class.

Implementation of web-based portfolios was investigated in a translation technology course of translation students in Spain by Rico (2010). A list of tasks was provided by the teacher for the students to choose from, such as writing a review of a specific translation software application and writing a Wikipedia entry on a relevant topic in the course syllabus; and their completed outputs were shared using digital platforms. Their learning experiences were reflected in a form of a learner diary. The students were assessed based on their capacity to acquire knowledge relating to the course, to apply this knowledge to solve problems, to gather and interpret data in order to present ideas on the subject, and to communicate information, ideas, and solutions effectively. Rico (2010) reported that the students' reactions to portfolio-based assessment varied, but often involved a certain degree of unease arising from the lack of familiarity with the requirements of this new assessment framework.

In sum, as paper-based and web-based portfolios have both benefits and drawbacks, it is crucial to have a well-thought-out plan of learning activities and assessment schemes before implementing them in any learning programs.

The next section presents rationale for the implementation of web-based project portfolios in translation training in the present study.

2.3.5.4 Rationale for integrating web-based project portfolios in translation projects

The use of web-based project portfolios can complement collaborative projects in translation classrooms. Many advantages can be found pedagogically when it is compared with the implementation without them.

1) Focus on process

The use of web-based project portfolios can put an emphasis on learning process because each group's working plan will be displayed, with the timeframe and the responsible person. This application can promote process-oriented learning, a key to translation training (Colina, 2003b; Fox, 2000; Kiraly, 2005; Rico, 2010). When the students are trained to monitor their own learning through the process of revision and reflection, they learn how to make decisions and develop an awareness of strategies to solve the problems (J. Johnson, 2003; H. Li, 2006). These types of

skills, which can be applied to different translation tasks in different domains and purposes in the future, are considered important for the 21st-century education and are referred to as 'transferable skills' (Bourner, Heath, & Rospigliosi, 2014; M. Chong & Sum Ng, 2013).

Also, web-based project portfolios can be used to promote self-monitoring since they can serve as a tool for each student to monitor their work progress as a group member. At the online work schedule chart, finished tasks can be ticked off, and all the members will realize what stage they are in. According to Galán-Mañas (2011), students working on a large project need guidance, such as clear steps for each phase of the project and a deadline schedule to complete each task at an appropriate timeframe. Without the use of web-based project portfolios, steps in translation projects can be less clear since there is no learning tool to emphasize the significance of translation process, and more importantly, there is no formal tool and system for monitoring their own group progress.

2) *Storage system*

Web-based project portfolios can be a well-organized storage system, which is significant for working in a project (Blumenfield et al., 1991; Niguidula et al., 2005). They can be used to display files of translation drafts, learning diaries, multimedia files of other support data or resources, and a list of translation resources, particularly electronic links to online resources. Without the use of web-based portfolios, students need to develop their own system of collecting data and other artifacts during the process of their work.

3) *Work display*

Web-based project portfolios can be displayed to larger audience, not only to the teacher, or a small group of classmates. According to Niguidula et al. (2005), students tend to put more attempts when realizing that their work can be viewed by others. Without web-based portfolios, students' work can be shared and displayed via class presentations or discussion only, which could be time-consuming if all the work has to be presented during class time.

4) *Collaboration among group members and between groups*

Web-based project portfolios can enhance collaboration among students. Their work in progress can be shared and learned by their peers. A discussion board can be included to the sharing and collaborating during their work process. The idea of collaboration has been valued by a number of educators in language learning and translation training (Bruffee, 1995; Donnelly & Fitzmaurice, 2005; Duffy & Kirkley, 2004; Galán-Mañas, 2011; Kiraly, 2003, 2005; Nunan, 1992). Without the use of web-based project portfolios, other forms of channels will have to be developed to facilitate their learning.

5) *Teacher's monitoring and feedback*

With the implementation of web-based project portfolios, the teacher can monitor students' work progress easily, at any place and any time. Extra support or guidance can be supplemented when necessary. More importantly, feedback from the teacher can be provided online. Feedback can be useful when given at appropriate time since students can benefit from learning their strengths, weaknesses, and they can improve their performance for further development (Butler & McMunn, 2006; Harlen, 2006; H. Li, 2006). Without web-based project portfolios, monitoring and feedback can be done face-to-face in class or outside class time via direct contact only. Emails can be used to provide timely feedback, but regular monitoring or spot-check cannot be done via emails.

6) *Work submission:*

The use of web-based project portfolios can facilitate the submission process since finished tasks can be posted on their portfolios, and it is convenient for the teacher to access their work at any place and any time. Assessment and marking, as well as giving feedback, can be performed conveniently.

Therefore, the present study incorporated the use of web-based project portfolios in the students' collaborative translation projects thanks to a number of advantages mentioned above.

The following section will discuss another important element in the context of collaborative learning in this study, which is group interaction and communication.

2.3.6 Interaction and communication in collaborative learning

Social interaction is one of the most important elements in any forms of collaborative learning, including the collaborative project-based learning approach. Interaction among students and between the teacher and students can engage the students since they are encouraged to contribute to the ongoing learning activities. (D. Johnson & Johnson, 2013), and classroom interaction also functions as a stimulus for learner autonomy and the success of their learning (Phadvibulya, 2006; Siritaratn, 2007). In translation classrooms, students can become active participants when pair work or group work are carried out. Collaborative learning atmospheres can be promoted by discussions about the source language, the target language, cultural components, or how translation problems can be solved (González-Davies, 2005).

In the present study, face-to-face interaction and communication was in the forms of collaborative editing, peer editing, and classroom presentations and discussions; and online interaction and communication was in the forms of the classroom forum, group forums, and web-based project portfolios. The following presents literature on group interaction and communication in collaborative learning, as well as the use of communication technology to promote collaboration among students.

2.3.6.1 Group interaction and communication in collaborative learning

An effective collaborative work requires team members who are fully committed to all learning activities. Success of the collaboration mainly depends on effective communication among group members. Through communication, members “reach some understanding of one another, build trust, coordinate their actions, plan strategies for goal accomplishment, pool expertise, make persuasive arguments, agree upon a division of labor, promote each members’ commitment and effectiveness, and even exchange insults” (D. Johnson & Johnson, 2003, p. 137) .

According to Duffy and Kirkley (2004), two strategies are used for group communication. The first strategy has its focus on team members under the condition that everyone brings a level of expertise and commitment to the team

effort. The other strategy is in a form of consultancy, with its purpose to develop their own understanding, to test their ideas, or to get some assistance. Therefore, discussion in the consultancy is focused on the learners' issues. They can seek out consultants who they feel can provide necessary expertise, and quickly move on if they do not meet the needs.

In the context of Thai EFL learners, Siritaratn (2007) linked group interaction and communication with project work in scaffolding learning environments, based on a social context and the construct of Zone of Proximal Development introduced by Vygotsky, and reported that when low ability groups and high ability groups worked together, both gained a lot of benefits from this approach. The low ability students learned from guidance of more knowledgeable peers, and in turn, the high ability students enhanced their proficiency when they provided support due to the transferring of knowledge in a verbal form of communication.

2.3.6.2 Communication technology in collaborative learning

The use of communication technology can promote collaborative learning in different dimensions. It provides a medium for students to publish and share documents with their peers. Technology can also engage students in authentic activities since communication technology is part of today's personal and professional life. Importantly, collaborative projects can be constructed and shared within or between groups of students, regardless of their physical locations. However, it is crucial that the teacher be sensitive to some technical and educational challenges so that they can provide support for the success of their students' learning (Ward & Tiessen, 1997).

Studies on implementations of online tools have demonstrated how interaction through communication technology promotes learning in different contexts. Polin (2004) studied how the use of 'newsgroup discussion' among graduate students taking an online course contributed to their learning, and two types of electronic tools were developed for discussing and sharing experiences and expertise on a topic of interest. The first tool, the 'course newsgroup', for class participation (discussion and dialogue), was powerful for thinking and sharing ideas.

The other one, the 'non-course newsgroup', for discussion of social or personal topics, supported the continued social interaction among students. Most of the chitchat in the non-course newsgroup was out of course discussion areas. It was reported that the proposed systems for newsgroup discussion were found to be ideal for reflection of course ideas and social interaction. Another study on the use of an online forum among undergraduate students taking Psychology also proved that participating in the class discussion forum, particularly reading posts on the forum, had beneficial effects on students' course performance (Cheng, Pare, Collimore, & Joordens, 2011).

In the context of Thai EFL undergraduate students in English classrooms, Phadvibulya (2006) and Chirasawadi (2008) state firmly that communication technology plays a great role in the success of collaborative learning under the social constructivism approach. According to Phadvibulya (2006), an integration of communication technology with English foundation classroom activities contributed to good learning progress for first year students. It was suggested that flexibility was an advantage of online communication over face-to-face discussion since it kept the students with different and busy class schedules engaged with the group discussion. Importantly, when the students participated both online and campus activities, group cohesion, coordination, and mutual support were enhanced. Chirasawadi (2008) likewise proved that collaborative task-based with network-based language teaching promoted student engagement, and information and communication technology (ICT) was an efficient tool to engage students to connect with each other quickly and conveniently.

In translation pedagogy, Kenny (2008, 2010) did two research studies exploring how students' online interaction in three types of group work, discussion group work, cooperative group work, and collaborative group work, functioned. The first study compared impacts of task structures on interaction in an online translation exercise module and found that the online interaction was most successful for discussion groups, followed by cooperative groups, and collaborative groups (Kenny, 2008). The second study explored how translation students used face-to-face and online interaction in performing two types of small group tasks: cooperative and

collaborative tasks. In the cooperative task, students cooperated in creating an artifact, working as a group to produce different tasks; and in the collaborative task, they collaborated in working together at the same time on all aspects of the same task. It was reported that while online cooperation was as positive and constructive as face-to-face cooperation, online collaboration was less effective than face-to-face collaboration, and students preferred discussing their work off-line to resolve difficulties (Kenny, 2010). Thus, it was recommended that the use of online interaction in collaborative learning should be further investigated for its advantages and limitations.

All the studies on interaction and communication above elucidate how group interaction and communication work, particularly in the context of collaborative learning. In this study, online interaction in the forms of web-based project portfolios and online forums were integrated with face-to-face interaction inside and outside class time, so as to facilitate collaboration in the student's translation project.

2.4 Conclusion

From the review of literature on translation competence, translation training, and the collaborative project-based learning approach, it is interesting to investigate how collaborative project-based learning can benefit the development of translation competence, with the focus on the strategic sub-competence of EFL students. This research, therefore, aims at developing a learning module and investigating how it could enhance strategic sub-competence of the students learning English as a foreign language in the context of translation classrooms.

The next chapter depicts the research methodology of this study. The research design is presented, and the research procedure which includes the development, implementation, and evaluation of the developed collaborative project-based learning module is explained in detail.

CHAPTER III

METHODOLOGY

The present study has the objectives to develop a collaborative project-based learning module for translation training in the context of language degree programs for ELF students and also to investigate its effects on the development of the students' strategic sub-competence. To develop the learning module, the three main frameworks from the literature in the previous chapter were used to form the conceptual framework. *The collaborative project-based learning approach* that has been widely accepted as an effective learning approach in translation degree programs was integrated with *the communicative approach to translation training* and *the principles of group interaction and communication*. The framework developed functions as the key constructs for developing a learning module, namely the 'Collaborative Project-based Learning Module' (CLPM) and a translation project, namely the 'Collaborative Translation Project'.

This chapter describes the research methodology of this study in four main parts: (1) the research design and the overview of the research procedure of the study; (2) the development of the CLPM, which includes the conceptual framework of the study and the learning model of the Collaborative Translation Project, the contexts in which the CLPM was developed, the components of the CLPM, the instrument development, and the instrument validation; and (3) the implementation and evaluation of the CLPM, in terms of data collection and data analysis.

3.1 Research design and research procedure

This part explains the research design and the overview of the research procedure of this study.

3.1.1 Research design

In order to investigate the effects of the CLPM, the one-group pretest-posttest research design was used. The independent variable of this study is the

collaborative project-based learning approach, and the dependent variable is the students' strategic sub-competence.

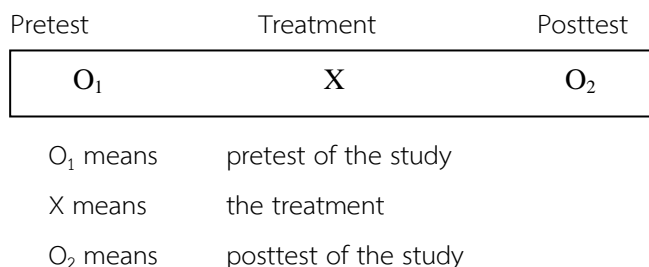


Figure 5 One-group pretest-posttest design (B. Johnson & Christensen, 2012, p. 250)

As Figure 5 illustrates, one group of participants is pretested on some dependent variables. Then, they are administered a treatment condition, and after the treatment, they are posttested on the same dependent variables (B. Johnson & Christensen, 2012).

In this study, the O_1 is the translation pretest, the X refers to the treatment which is the CLPM, and the O_2 is the translation posttest. The participants of this study participated in the CLPM in a period of 15 weeks. The developed learning module consists of two sub-modules, Module A (Training session) and Module B (Collaborative Translation Project). The participants did the pretest at the beginning of the CLPM and the posttest at the end. The scores obtained from the pretest and posttest were compared to see whether the difference was significant, and to determine the effects of the treatment.

The quantitative analysis from the pretest and posttest scores was used to triangulate with qualitative data, which was collected throughout the process of their translation project. The instruments for collecting qualitative data include the translation pretest and posttest, source texts for the translation project, web-based project portfolios, online forums, Learner's Diaries, assessment tools, and semi-structured interviews.

3.1.2 Overview of the research procedure

This section describes the overview of the research procedure in three phrases which are the development, the implementation, and the evaluation of the CLPM.

Phase 1: The development of the CLPM

This phrase is the development of the CLPM, which includes three main stages. The details are explained as follows:

Stage 1: Conceptualizing the framework of the study

Related learning theories and principles were reviewed in order to conceptualize the framework of the study. The conceptual framework is presented as Figure 6 (See Item 3.2.1).

Stage 2: Developing the learning model of the Collaborative Translation Project

Key concepts drawn from the theories and principles in the previous stage were used to formulate the principles for the learning model of the Collaborative Translation Project. The proposed learning model of the project is presented as Figure 7 (See Item 3.2.1).

Stage 3: Designing the CLPM and developing the Collaborative Translation Project

Based on the formulated principles for the learning model, the CLPM was designed and the Collaborative Translation Project was developed, and also the research instruments were constructed.

Stage 3.1 Designing the CPLM

According to the curricular design process (Kelly, 2012), the CLPM was designed as the following steps:

Step 1: Studying the details of CLPM according to the social and institutional contexts

Step 2: Identifying students' profiles

Step 3: Designing and sequencing overall content and structure of the CLPM

Step 4: Identifying resources available and acquired

Step 6: Designing teaching and learning activities

Step 7: Designing assessment activities

Step 8: Designing evaluation instruments

(See Item 3.2.3)

Stage 3.2 Developing the Collaborative Translation Project

After the CLPM was designed, the Collaborative Translation Project was developed. The components of the Collaborative Translation Project are presented as Figure 8 (See Item 3.2.3).

Stage 3.3 Developing and validating the instruments

In this stage, all the instruments were developed. Then, it was a step of instrument validation. The instruments were validated by experts in the fields and the instruments were revised based on their comments. After that, the pilot study was conducted and some elements in the CLPM were revised (See Item 3.2.4).

Phase 2: The implementation of the CLPM

This phase is the implementation of the CLPM as the main study of the research. The details are elaborated in Item 3.3.

Phase 3: The evaluation of the CLPM

This phase is the evaluation of the CLPM. Data was collected and analyzed quantitatively and qualitatively at the beginning of the CLPM, during the implementation of the Collaborative Translation Project, and at the end of the CLPM. The details about data collection and data analysis are provided in Item 3.3.

3.2 Development of the Collaborative Project-based Learning Module

This section explains in detail the development of the CLPM. First of all, the conceptual framework of the study and the learning model of the Collaborative Translation Project are presented. Then, the contexts in which the CLPM was developed are explained, and the components of the CLPM are listed. After that,

how the instruments were developed is described. Finally, the instrument validation is elucidated.

3.2.1 The conceptual framework of the study and the learning model of the Collaborative Translation Project

The conceptual framework and the key constructs of this study are the integration of the three main theoretical frameworks: the communicative approach to translation training, the collaborative project-based learning approach, and the principles of group interaction and communication. The following summarizes the theories, concepts, and principles that were integrated into the conceptual framework of the study, and Figure 6 on the following page illustrates the conceptual framework of the study.

1) The communicative approach to translation training

The first part is the communicative approach to translation training which consists of the pedagogical approach by Colina (2003b) and the curricular design process and guideline for text selection by Kelly (2012). Also, key concepts and designing processes for translation editing, revising, and assessment were adapted from the approach to translation assessment and evaluation by Colina (2003b), the guideline for translation revising and editing by Mossop (2007), and the guideline for translation rubric development by Angelelli (2009).

2) The collaborative project-based learning approach

The second part is the collaborative project-based learning approach under the social constructivist approach which includes the framework for designing a collaborative project-based module for translation training by Kiraly (2003) and the framework for designing a translation project by Galán-Mañas (2011).

3) Principles of group communication and interaction

The third part is the principles of group communication and interaction which include the concept of effective group communication by D. Johnson and Johnson (2003), the strategies in group communication by Duffy and Kirkley (2004), and the guideline for the use of communication technology for collaborative learning by Ward and Tiessen (1997).

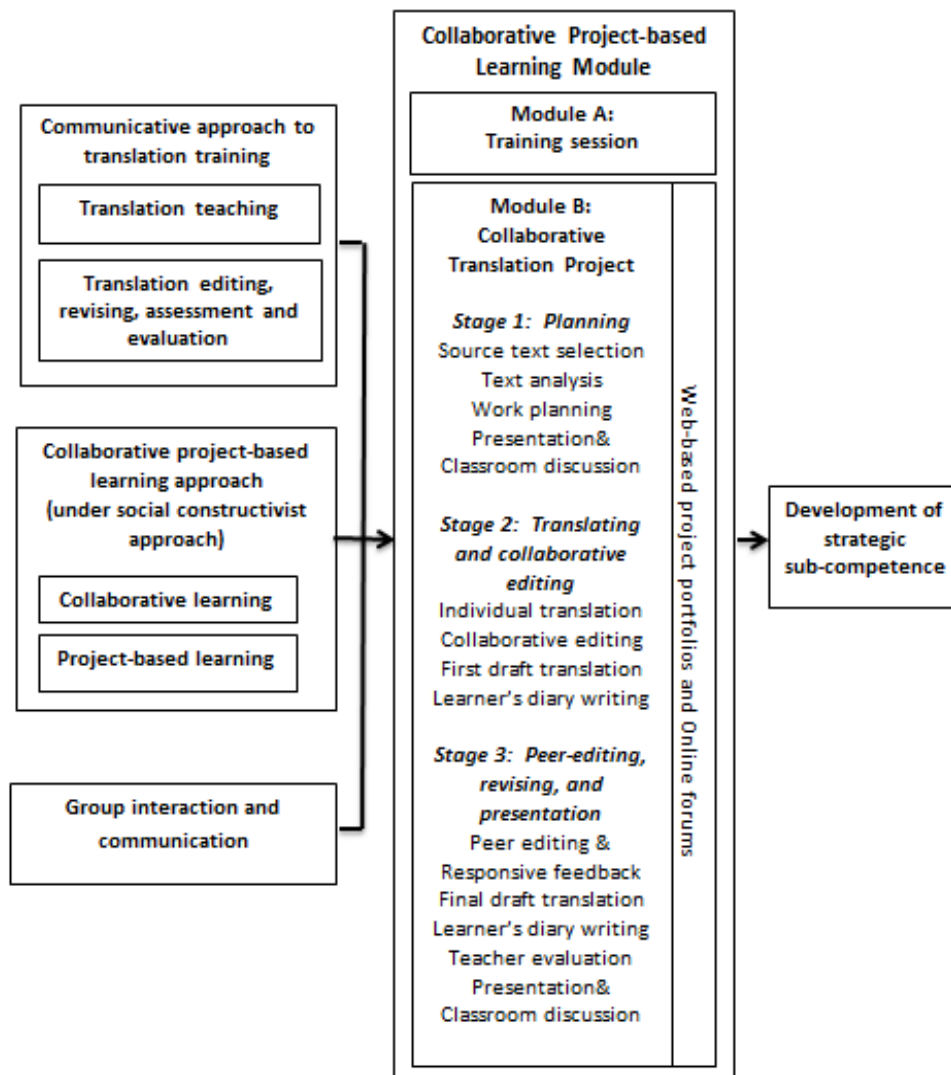


Figure 6 The conceptual framework of the study

The key concepts drawn from the analyzed and synthesized theories, concepts, and principles were also used to formulate the principles for the learning model of the translation project in this study. The proposed learning model of the Collaborative Translation Project presented in Figure 7 consists of the three inputs from the students, their peers, and the teacher. All the interaction in the translation process among the three parties was performed on the platforms of classroom interaction and online interaction.

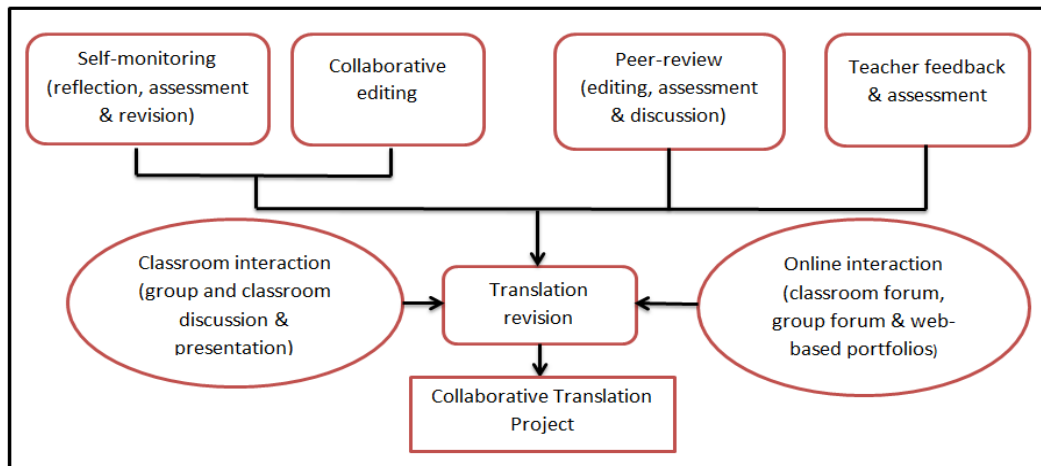


Figure 7 Learning model of the Collaborative Translation Project

As illustrated in Figure 7, the model presents how three main inputs during the translation process, from the student translators, their peers, and the teacher, are integrated. The student translators do *self-monitoring* which includes reflection, self-assessment, and revision. Their peers support them with collaborative editing and peer editing. *Collaborative editing* is individual group collaboration with the objective to put together the ‘individual translation drafts’ into the ‘group’s first draft’ and edit it. *Peer review* is a step of collaboration between groups. It is the reciprocal editing of the two groups working together to edit each other’s draft. Also, there is input from *teacher feedback and assessment* throughout the process of translation. All the inputs are provided for the process of *translation revision*, in which each group collaborates to edit its own translation, and the product of this process is the ‘group’s final draft translation’. The inputs from their peers and the teacher are provided on two learning platforms, *classroom interaction* and *online interaction*. Classroom interaction consists of group discussions, presentations, and classroom discussions. Online interaction occurs in the classroom forum, group forums, and web-based project portfolios.

Based on the above conceptual framework of the study and the learning model of the Collaborative Translation Project, the contexts of learning were analyzed and the CLPM was developed in the next stage.

3.2.2 Contexts of the Collaborative Project-based Learning Module

The contexts of the CLPM that need to be analyzed include the current situation of translation training in Thailand, the curriculum that was implemented in the institution, and the students' profiles.

3.2.2.1 Current situation of translation training in Thailand

In Thailand, English as a foreign language is commonly used for international and intercultural communication; hence, there is demand for qualified translation practitioners both in government and business sectors. However, apart from short training courses, long-term university-level translation training is offered only in graduate degree programs. At the undergraduate level, there are English-Thai and Thai-English translation courses offered only in English degree programs. Therefore, English degree programs need to consider developing their students' translation competence so as to prepare them for translation jobs in the future.

In classroom settings, although the notion of student-centeredness has been widely acknowledged, a traditional activity commonly used in translation classrooms is the one that assigns the students to translate a text, and problematic elements from their work are discussed in class or explained by the teacher (Pym, 2011; Wangkangwan, 2012). Collaborative project-based learning is an alternative approach that can promote learner autonomy, and it has proved a success when implemented with students in translation degree programs (Kiraly, 2005; Mitchell-Schuitevoerder, 2011); however, it should be noted that collaboration is a skill that needs to be trained as it does not develop just by assigning students to work as a team (Barros, 2011), especially in some working cultures, such as Thailand's, in which being open to new ideas from others is one of the most challenging problems in teamwork (Thongnab, 2017). To implement a collaborative project with students who have little experience in translation like Thai EFL learners, therefore, needs a well-thought-out plan and monitoring system from the teacher.

In conclusion, it is challenging, yet necessary, for the teachers in English degree programs to design meaningful learning activities that can facilitate EFL

students to be ready to become novice translators for the translation market or to produce quality translation as part of their job after graduation.

3.2.2.2 Curriculum implemented in the institution

The present study was conducted in the Translation in Business course, an elective course for English major students and other students minoring in English at the English Department, Dhurakij Pundit University (DPU). This course is conducted as part of the English curriculum of the English Department. There are altogether four translation courses: Introduction to Translation, Intermediate Translation, Advanced Translation, and Translation in Business. The first and the second ones are required courses, and the other two are elective courses. As an elective course, the majority of the students who take the Translation in Business course are English major students, but there has been a growing number of students in other language programs, such as Thai, Chinese, and Japanese, who choose English as their minor. Hence, the students who take this course can be students either in English major or other majors minoring in English.

3.2.2.3 Students' profiles

As mentioned in the previous item, the Translation in Business course in this study is an elective course in the English curriculum, so students enrolling in this course can be either English major students or other students in other language programs who take this course as part of their minor in their third or fourth year. Also, some students who failed this course in previous semester need to take this course again as 'repeaters'.

Therefore, it is clearly seen that students who normally enroll in this course can have different background knowledge and experience in translation, and probably different proficiency levels of English and Thai, the source language and the target language of this translation course. The students' profiles can be considered one of the most challenging factors in developing this learning module.

The contexts mentioned above were taken into consideration at the stage of designing the CLPM and developing the Collaborative Translation Project. The details are elaborated in the following topic.

3.2.3 Components of the Collaborative Project-based Learning Module

Based on the conceptual framework of the study, the learning model of the Collaborative Translation Project, and the analysis of learning contexts, the overall content and structure of the CPLM was designed and sequenced. Also, the assessment activities and evaluation scheme was designed. Finally, resources available and needed were analyzed. Here are the details of each component.

3.2.3.1 The overall content and structure

The structure of the CLPM consists of two main parts, Module A: Training session and Module B: Collaborative Translation Project.

Module A: Training session

This module was implemented from week 1-9. This module aims at training the students to have knowledge and skills necessary for carrying on the Collaborative Translation Project in Module B.

The components of Module A involve topics and activities that enhance students' knowledge about translation, and also translation practices individually, in pairs, and in small groups. The following are the topics and main objectives of each topic. (Other details including detailed objectives, learning activities, materials, and evaluation can be seen in Appendix A.)

Lesson 1: Types of business texts and translation methods

Objective(s): Students will be able to identify types of business texts and explain the characteristics of the communicative translation method.

Note:

- Business texts types include new story, feature story, article, promotional literature, memo, letter, report, transaction document, and financial report.
- The communicative translation method discussed in class (as opposed to other translation methods) was adapted from categorization and explanations by Newmark (1988).

Lesson 2: Text analysis for translation

Objective(s): Students will be able to describe factors for text analysis and analyze source texts before translation according to the assigned factors.

Note:

- Extratextual factors include sender, sender's intention, audience, and medium. Intratextual factors include subject matter, text composition, non-verbal element, lexis, sentence structure, and suprasegmental feature.
- All the factors were adopted from categorization and details proposed by Nord (2005).

Lesson 3: Translation editing

Objective(s): Students will be able to explain the criteria for editing and assessing translations and analyze the translations according to the given criteria.

Note:

- Criteria for editing (accuracy, completeness, smoothness, tailoring, mechanics, and layout) were adapted from Angelelli (2009).

Lesson 4: Translation resources

Objective(s): Students will be able to use translation resources in performing translation tasks and explain usefulness and trustworthiness of translation resources.

Note:

- Translation resources are language resources, such as dictionaries and thesaurus, and information resources, such as the website of the Office of the Royal Society.

Lesson 5: Translation problems and translation strategies

Objective(s): Students will be able to identify translation problems from English source texts and list strategies used in translation.

Note:

- The following are the types of translation problems in the context of business translation:
 1. *Lexical problems* (word meaning in context):
One word can have more than one meaning. Translators need to choose the word's meaning that best suits the context.
 2. *Syntactic problems*:
 - 2.1 Word order in a noun phrase: Structures of noun phrases in English and Thai are different, so translators need to clearly understand which word is the head noun and which word(s) are modifier(s) in that phrase.
 - 2.2 Impersonal pronoun-it: To translate English sentences with impersonal pronoun 'it' into Thai, translators should avoid using the word 'มัน'.
 - 2.3 3rd-person pronoun and possessive adjective (such as *it, its, he, him, they, their*): To translate English sentences with this type of pronouns or possessive adjectives, translators tend to use the nouns or omit this group of pronouns and possessive adjectives when possible.
 - 2.4 Verb tense: Verb tenses must be interpreted with care, and translators must be ensured that the messages are conveyed clearly.
 - 2.5 Passive construction: Sentences with passive construction can be translated in different ways, depending on their meanings and contexts.
 - 2.6 Derived sentence: Reduced forms of verbs can be in a form of present participle (V-ing) or past participle (V₃). These forms must be interpreted with care.
 - 2.7 Other types of structure: Some types of English structure (phrase structures or sentence structures) cannot be translated by using the same structures in Thai because the translation will sound unnatural.

Therefore, translators have to convey the meanings by using different structures in the Thai translation.

3. *Convention-related problems:*

- 3.1 Use of punctuation mark: The use of punctuation marks (such as a comma and a question mark) in English and Thai are different. Translators need to make sure the punctuation marks are used appropriately in the Thai translation.
- 3.2 Marking of plurality: Singular and plural forms of nouns in English can be conveyed in different ways in the Thai translation, depending on the contexts.
- 3.3 Marking of gender: Translators sometimes need to use words or particles to mark genders and show politeness. In doing so, contexts are very important for translators' decisions.
- 3.4 Transcribing proper names: Translators need to study how proper names in English are transcribed into Thai.

Note:

- The categorization and explanation were adapted from Nord (2005), Suvannanond (2012), and Unaratana (2005).
- Translation strategies discussed in class (addition, subtraction, and alteration) were adapted from Nida (1964).

Apart from the above five lessons, there are three class activities that were implemented.

Activity 1: Brainstorming of Dos and Don'ts in collaborative editing and peer editing

Objective(s): Students will be able to list what to do and what not to do for effective collaborative editing and peer editing.

Activity 2: Peer editing practice

Objective(s): Students will be able to assess and edit translation work, negotiate for meanings, and respond to feedback from others.

Activity 3: Feedback and discussion on students' translations

Objective(s): Students will be able to identify and solve translation problems that occurred in the translation assignments.

In sum, the students learned about business texts types, translation methods, text analysis, translation resources, translation problems and strategies, and also practiced necessary skills which were analyzing texts, using resources, identifying translation problems and applying strategies to solve them, as well as self-editing, peer editing, and assessing translation tasks. They also practiced working in pairs and in small groups. Assignments were English to Thai translations. Learning activities were in the forms of individual assignments, assignments in pairs or small groups, group discussions, and class discussions. (Details are presented in the lesson plans in Appendix A.)

Module B: Collaborative Translation Project

This module was implemented from week 10-15. It is a translation project assigned to a small group of students (3-4 students per group). The project is English-Thai translation of a business article about business management, and the translated text is supposed to be for a publication in GM, a Thai business magazine.

The project consists of three main stages: (1) Planning; (2) Translating and collaborative editing; and (3) Peer-editing, revising, and presentation. Figure 8 illustrates how the project was conducted as part of the CLPM.

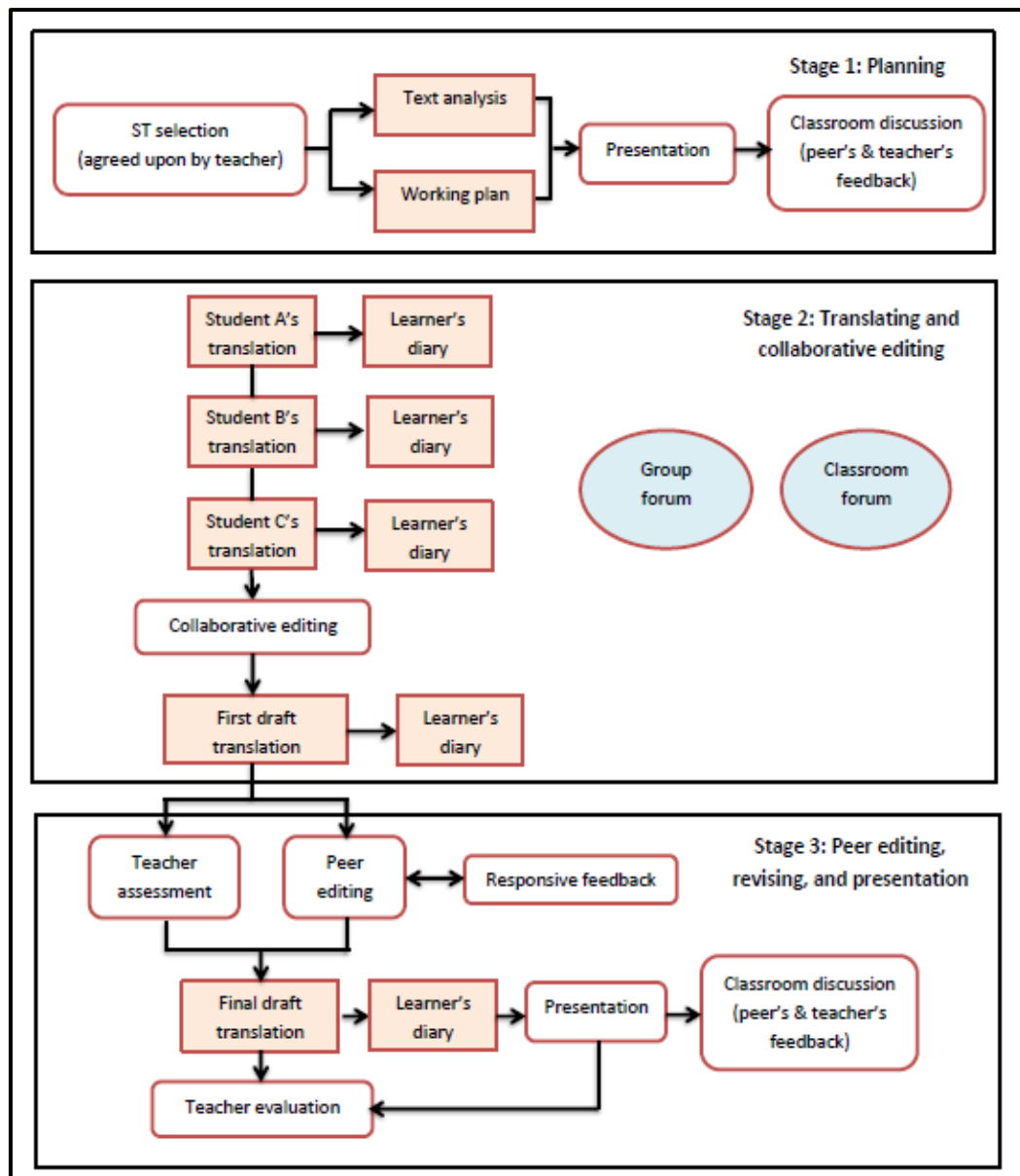


Figure 8 Components of Collaborative Translation Project

The following are the explanations of each component of the Collaborative Translation Project (Module B). The objective(s) of each component, its details, the time frame, and the assessment plan are explained in Tables 2-4 below. It is noted that there are two types of assessment. The contract-grading assessment means that students get the points as they complete the tasks or participate in the activity, but competency-grading assessment means that the students' work is graded based on the quality of their work.

Stage 1: Planning

This stage includes 5 parts: source text selection, work planning, text analysis, presentation#1, and classroom discussion#1.

Table 2 *Stage 1- Planning*

1. Source text selection	
<i>Objective(s)</i>	Each group of students will choose a source text of their interest from the provided list.
<i>Details</i>	Business texts are provided by the teacher for each group to choose, based on their interests.
<i>Time frame</i>	During class time (10 minutes)
<i>Assessment</i>	N/A
2. Work planning	
<i>Objective(s)</i>	Students will be able to plan a translation project and allocate work in a team.
<i>Details</i>	Students work as a group to plan the project, specifying work allocation, steps, and timeframe.
<i>Time frame</i>	During class time (30 minutes)
<i>Assessment</i>	It is assessed by the teacher, using contract-grading assessment.
3. Text analysis	
<i>Objective(s)</i>	Students will be able to do text analysis, identify text-related problems, and apply strategies to solve them.
<i>Details</i>	<ul style="list-style-type: none"> – Each group does text analysis as a preparation for translation. – The analysis is based on textual analysis (Nord, 2005) i.e. sender, sender's intention, audience, medium, place and time of communication, text function, subject matter and text composition.
<i>Time frame</i>	During class time (40 minutes) and outside class time
<i>Assessment</i>	It is assessed by the teacher, using competency-grading assessment.
4. Presentation#1	
<i>Objective(s)</i>	Students will be able to present their ideas in a presentation.
<i>Details</i>	<ul style="list-style-type: none"> – Each group presents the text analysis and working plan. – Every member gets to speak.
<i>Time frame</i>	During class time (10 minutes/ group; a total of 1 session)
<i>Assessment</i>	It is assessed by the teacher, using contract-grading assessment.

5. Classroom discussion#1

<i>Objective(s)</i>	Students will be able to share ideas by giving feedback and responding to feedback, as well as accept criticism.
<i>Details</i>	<ul style="list-style-type: none"> – The discussion is conducted and supported by the teacher. – It is expected to get useful comments or suggestions for translator students.
<i>Time frame</i>	During class time; after each presentation (5 minutes/ group)
<i>Assessment</i>	N/A

Stage 2: Translating and collaborative editing

This stage includes 6 parts: individual translation draft, Learner's Diary, collaborative editing, group's first draft translation, classroom forum, and group forum.

Table 3 *Stage 2- Translating and collaborative editing*

1. Individual translation draft	
<i>Objective(s)</i>	Students will be able to produce a translation draft individually.
<i>Details</i>	Each student individually translates one part of the source text.
<i>Time frame</i>	Outside class time (1 week)
<i>Assessment</i>	It is assessed by the teacher using contract-grading assessment.

2. Learner's diary	
<i>Objective(s)</i>	Students will be able to monitor, assess and reflect on their own work.
<i>Details</i>	Each student completes the diary based on the guiding questions.
<i>Time frame</i>	Outside class time (once after the students finish the individual translation)
<i>Assessment</i>	It is assessed by the teacher using contract-grading assessment.

3. Collaborative editing	
<i>Objective(s)</i>	Students will be able to collaborate and interact with each other, negotiate for meaning, and give and respond to feedback.
<i>Details</i>	<ul style="list-style-type: none"> – Each team compiles individual translation drafts into a single piece of translation. – Each team revises and edits their work, using Self-editing and self-assessment form.
<i>Time frame</i>	During class time (1 session) and outside class time
<i>Assessment</i>	It is assessed by the teacher, using contract-grading assessment.

4. Group's first draft translation

<i>Objective(s)</i>	The first draft of the group will be ready for peer editing process.
<i>Details</i>	This draft is a product of the collaborative editing.
<i>Time frame</i>	During class time (1 session) and outside class time
<i>Assessment</i>	It is assessed by the teacher using contract-grading assessment.

5. Classroom forum

<i>Objective(s)</i>	Communication between the teacher and the students will be facilitated.
<i>Details</i>	Google Classroom is used for posting class materials and feedback from the teachers, and for posting announcement to the students.
<i>Time frame</i>	Outside class time, until the project finishes
<i>Assessment</i>	N/A

6. Group forum

<i>Objective(s)</i>	Communication and collaboration between the students will be facilitated.
<i>Details</i>	The forum can be chosen and created by each group.
<i>Time frame</i>	Outside class time, until the project finishes
<i>Assessment</i>	N/A

Stage 3: Peer-editing, revising, and presentation

This stage includes seven parts: peer editing, responsive feedback, group's final draft translation, Learner's Diary, presentation#2, classroom discussion#2, and teacher evaluation

Table 4 *Stage 3- Peer-editing, revising, and presentation*

1. Peer editing

<i>Objective(s)</i>	<ul style="list-style-type: none"> – Students will be able to edit and assess other's translation work by giving constructive criticism. – Students will be able to work collaboratively and think critically.
<i>Details</i>	<ul style="list-style-type: none"> – The editing is reciprocal. Two groups are paired up in advance. – Peer-editing and Peer-assessment form is used as a guideline.
<i>Time frame</i>	<ul style="list-style-type: none"> – Each group reads their peer's work outside class time. – Small group discussion in class time (1 session = 40 minutes per group, a total of 1 session)
<i>Assessment</i>	It is assessed by the teacher, using contract-grading assessment

2. Responsive feedback

<i>Objective(s)</i>	Students will be able to discuss, negotiate ideas, and justify their work in the editing process.
<i>Details</i>	Editor groups and translator groups discuss comments and ideas in their editing process.
<i>Time frame</i>	During class time, in the same process of peer-editing, (the same session as the peer-editing activity)
<i>Assessment</i>	N/A

3. Group's final draft translation

<i>Objective(s)</i>	Students will be able to revise their own work, using feedback from peer editing and teacher assessment of their first draft.
<i>Details</i>	Each group revises their own work using feedback from peers.
<i>Time frame</i>	During class time (1 session) and outside class time
<i>Assessment</i>	It is evaluated by the teacher, using competency grading assessment.

4. Learner's diary

<i>Objective(s)</i>	Students will be able to monitor, assess, and reflect on their own work.
<i>Details</i>	Each student completes the diary based on the guiding questions.
<i>Time frame</i>	Outside class time (after the student finishes the individual translation)
<i>Assessment</i>	It is assessed by the teacher using contract-grading assessment.

5. Presentation#2

<i>Objective(s)</i>	Students will be able to present their ideas in a presentation.
<i>Details</i>	<ul style="list-style-type: none"> – Each group presents translation problems and analysis of work process. – Every member gets to speak.
<i>Time frame</i>	During class time (15 minutes/ group; a total of 1.5 session)
<i>Assessment</i>	It is assessed by the teacher, using contract-grading assessment.

6. Classroom discussion#2

<i>Objective(s)</i>	Students will be able to share ideas by giving feedback and responding to feedback, as well as accept criticism.
<i>Details</i>	<ul style="list-style-type: none"> – The discussion is conducted and supported by the teacher. – It is expected to get useful comments or suggestions for translator students.
<i>Time frame</i>	During class time; after each presentation (5 minutes/ group)
<i>Assessment</i>	N/A

7. Teacher evaluation

<i>Objective(s)</i>	Students will get evaluation feedback from the teacher.
<i>Details</i>	Teacher evaluates students' final draft translation and their group presentation.
<i>Time frame</i>	The final draft is evaluated outside class time, and feedback is given during class time and posted on Google Classroom.
<i>Assessment</i>	N/A

3.2.3.2 Assessment and evaluation schemes

The assessment and evaluation scheme of the CLPM are as follows.

Module A: Training session

- Class participation	5%
- Assignments	15%
- Quizzes and exams	60%
<i>Total</i>	<i>80%</i>

Module B: Collaborative Translation Project

The following table presents the assessment and evaluation scheme of the Collaborative Translation Project, which constitutes 20%.

Table 5 *Assessment and evaluation scheme of the Collaborative Translation*

Project Activity/Task	Grading		By self	By peers	By teacher
	Yes	No			
ST selection		✓			
Working plan	✓				CT
Text analysis	✓				CT
Presentation#1	✓				CT
Classroom discussion#1		✓			
Individual draft translation	✓				CT
Learner's Diary	✓				CT
Collaborative editing	✓				CT
Group's first draft translation	✓			CT	CT
Peer-editing	✓				CT
Classroom forum		✓			
Group forum		✓			
Responsive feedback		✓			
Group's final draft translation	✓		CT		CP
Presentation#2	✓				CT
Classroom discussion#2		✓			

Note *CT refers to contract-grading assessment*

CP refers to competency-grading assessment

According to Table 5, some activities and tasks in this project are not graded since they are considered an integral part of other activities, such as the classroom discussion is a part of the presentation or the responsive feedback is a part of the peer editing. For activities or tasks that are graded, most of them are graded by the contract-grading assessment (CT), which means that the scores are given when the students' work is complete and submitted on time, or only when they fully participate in the activity. Only the final draft translation is graded by competency-grading assessment (CP), which means that it is graded based on the quality of the

work. Additionally, the assessment of translation drafts by the students themselves and by their peer aims at practicing the students' assessment skills and familiarizing them with the criteria to be used by the teacher later, so the results are not included in the course grade. The one that is included in the course grade is performed by the teacher at the end of the project.

3.2.3.3 Resources available and acquired

Resources needed are for both the teacher's preparation and the students' learning. Texts from books, magazines, authentic business document, and online resources were needed for developing materials and tests. Regular classrooms and computer labs were needed for classroom activities. For the students, printed and electronic resources were needed.

In this study, all the resources required were available at the university libraries, the university computer labs, or online. At DPU, there are computer labs available for class activities that need computers and internet connection. Computer labs can be reserved for class activities and students can also use the service of the computer labs outside class time. Also, there is a free Wi-Fi connection service for all the students to use with their laptop computers and mobile phones.

As mentioned earlier, after the content and structure of the CPLM and its assessment and evaluation criteria were designed, and the need of resources was analyzed, the next step was the development and validation of the instruments.

3.2.4 Instrument development and validation

This section provides information about how the instruments in this study were developed. Also, it presents the instructional and research purposes of each instrument and the instrument validation process.

The research instruments in this study include (1) translation pretest and posttest, (2) source texts for the translation projects, (3) web-based portfolios, (4) online forums (the classroom forum and group forums), (5) Learner's Diary, (6) assessment tools, and (7) semi-structured interview protocol. Also, the two instructional instruments include (8) the lesson plans and (9) teaching materials.

1) Translation pretest and posttest

The translation pretest and posttest of this study are the same set of test, developed by the researcher.

Instructional purpose(s): To evaluate each student's performance at the beginning and at the end of the CLPM for improving it for the future implementation

Research purpose(s): To evaluate each student's performance at the beginning and at the end of the CLPM for investigating the effects of the CLPM

The translation pretest and posttest were developed by defining the test construct and writing test specifications. The test specifications contain the following details:

a) Purpose of the tests

- The purpose of the pretest is to assess students' overall translation abilities and strategic sub-competence before the implementation of the CLPM.
- The purpose of the posttest is to assess students' overall translation abilities and strategic sub-competence after the implementation of the CLPM.

b) Description of test takers

- English major or minor students who enroll in the Translation in Business course

c) Test level

- Students with their English proficiency approximately at a pre-intermediate to an intermediate level

d) Test construct

- Part 1: to translate a text from English into Thai
- Part 2: to identify, explain, and solve text-related translation problems

- e) *Number of parts*
 - Two parts
- f) *Timing of the test*
 - 1.5 hours
- g) *Text types and other text features*
 - Informative texts (business articles) adapted from authentic texts
- h) *Test tasks, response formats, and criteria for marking*
 - The test tasks, response format, and criteria for marking are presented below.

Part 1: The test task is an English-Thai translation of an excerpt of a business article, “UK Dairy Industry in Crisis”, with approximately 100-word length. (See Appendix C). The situational context was given as follows:

Situational context:

You are assigned to translate this excerpt from an online article, “UK Dairy Industry in Crisis”, from the website, <http://www.abc.net.au/news/business/articles/>. Your translation will be published as a part of the article, “อุตสาหกรรมเกษตรรอบโลก” in the journal “วารสารวิจัยและพัฒนากการเกษตร” by สำนักวิจัยและพัฒนากการเกษตร เขตที่ 1

The total score of this task is 15 marks, and a rubric scoring system with an analytic rating scale was used to score this task (See Appendix D).

Part 2: The test task is the analysis of text-related problems in an English source text, “5 Important Things That Make Workers Quit”, and its Thai translation provided “สิ่งสำคัญ 5 ประการที่ทำให้พนักงานลาออก”. (See Appendix C). This task requires the students to analyze the underlined 15 instances in the source text and the underlined 15 instances in the Thai translation: 5 instances are appropriately translated and need no revision, and 10 instances are inappropriately translated and need revision.

The following table illustrates the details of all the 15 underlined instances, categorized as appropriately and inappropriately translated ones, and how the 45 test items were asked and calculated.

Table 6 *Details of instances and test items in the translation pretest and posttest (Part 2)*

	Details of appropriately translated instances	Details of inappropriately translated instances
Numbers of underlined instances	5 instances	10 instances
Numbers of items tested and the questions	One test item per instance/ 1. Is this instance appropriately translated? (Yes) 2. What should be the translation of the instance? (N/A) 3. What is the translation problem? (N/A) 4. What is the strategy used to solve the problem? (N/A)	Four test items per instance/ 1. Is this instance appropriately translated? (No) 2. What should be the translation of the instance? 3. What is the translation problem? 4. What is the strategy used to solve the problem?
How to calculate the scores	5 instances x 1 item = 5 marks (1 item = 1 mark)	10 instance x 4 items = 40 marks (1 item = 1 mark)
Total scores	5 marks	40 marks

From the table above, the underlined 15 instances consist of 5 instances that are appropriately translated and 10 that are inappropriately translated. Among the 10 inappropriately translated instances, two instances represent the ‘word order in a noun phrase’ problem, one instance represents the ‘impersonal pronoun-it’ problem, three instances represent the ‘passive construction’ problem, and four instances represent the ‘other types of structure’ problem.

To complete the test tasks, students answered four questions: (1) is the instance appropriately translated? If it is not, (2) what should be the translation of that instance?, (3) what is the translation problem?, and (4) what is the strategy used to solve the problem?

To score this task, 1 mark is allocated to each of the 5 appropriately translated instances, and 4 marks are to each of the 10 inappropriately translated instances, so the total score of this part is 45.

How to validate the instrument:

The translation pretest and posttest were sent to three experts in the field of translation training and language assessment in order to check for content and construct validity by means of the Index of Item Objective Congruence (IOC), and any items that received IOC under .67 (Ratchatranon, n.d.) were revised, and the suggestions from the experts were applied in order to improve the test items.

The validity of the test was 0.75. Overall, the experts mentioned that the test was appropriate. Some test items were revised according to the experts' comments. Also, it was suggested that Part 1 of the test should be given first, and when the time is up, the researcher should collect the answer sheets and then give Part 2 to the students. After that, the pretest and posttest were piloted. Item difficulty (P-value) was obtained to ensure the test reliability, and any items that did not achieve P-value between the range of 0.20 – 0.80 were revised (Ratchatranon, n.d.).

2) Source texts of the translation project

Source texts were selected by the teacher and given to the students to choose the topic they liked.

Instructional purpose(s): To be used as a translation practice in the form of a collaborative translation project for the students

Research purpose(s): To observe the students' abilities to deal with text-related problems and text-related difficulties in three stages (the individual translation draft, the group's first draft, and the group's final draft)

There were three different articles and six groups, so two groups got the same source texts. The three sets of texts were selected and adapted by the researcher so that they have a similar level of difficulty. They are all business articles from the same source, www.businesssdaily.com. The topics are (1) How to Start a Business: Step-by-Step; (2) 13 Startup Mistakes Every Entrepreneur Should Avoid; and (3) 6 Do's and Don'ts of Hiring Your First Employee.

The readability of the three texts was determined by using Flesh-Kincaid. It is noted that it is not practical to specify which levels of reading ease or which grade levels are appropriate for the EFL students in this course since the difficulty of a translation task cannot be determined only by the difficulty of the source text, such as the length of the sentences or the complexity of the words. There are other factors, such as the equivalence of the words in the language pair, or the transliteration rules that apply for each word. However, this study made an attempt to control some factors that can be measured by readability indices, which are the reading ease, grade level, number of sentences, average words per sentences, numbers of words, and percentages of complex words in the source text. Additionally, other relevant factors were also analyzed qualitatively, and the source texts were validated by three experts in the field of translation training and language assessment as well. The following table illustrates readability indices of the three source texts in this study.

Table 7 Readability indices of the source texts

	Source text-1	Source text-2	Source text-3
Flesch Kincaid Reading Ease	64.7	61.7	61
Flesch Kincaid Grade Level	9.3	8.8	9.5
Number of sentences	48	59	48
Average words per sentence	21	17	19
Number of words	985	989	924
Percentage of complex words	10%	11%	12%

Two assessment criteria were employed to score the three translation drafts in this project. The individual translation draft and the group's first draft were scored by *contract grading*, in which the points are given when the task is completed and submitted on time; and the group's final draft was scored by *competency grading*, in which the points are given based on the quality of the task. The Scoring Rubric for Translation Project was used as the assessment instrument (See Appendix D).

How to validate the instrument:

The translation pretest and posttest were sent to three experts in the field of translation training and language assessment in order to check for content and construct validity by means of the Index of Item Objective Congruence (IOC). Any items that received IOC under .67 (Ratchatranon, n.d.) were revised.

The validity of the source texts was 1.0. A suggestion was made by an expert that the researcher should translate the three texts before the pilot study in order to decide if the level of difficulty is appropriate for the students at this level. After that, the source texts were piloted with a group of English major students to reassure that the three source texts were appropriate.

3) Web-based project portfolios

A free template of web-based project portfolios is provided by Google (<https://sites.google.com>). It is cost effective since users do not have to pay for the service and also user-friendly since it is easy to create, access, retrieve, and update.

Instructional purpose(s): To facilitate the students' collaboration as a storage system and a platform for posting all files of their work, as well as a communication channel between the teacher and the students

Research purpose(s): To obtain data about the student's performance when carrying out a collaborative group work

In this study, each group of students was assigned to create a web-based project portfolio. There was a tutoring session to introduce how to create it. There was a link from Google Classroom to each group's portfolio so that it was convenient to access the portfolios.

Here are key components that were displayed on the students' web-based project portfolios:

- (a) *Homepage*: This page was used as the introduction page for the portfolio. Students could design this page as they liked.
- (b) *Project details*: This page was used to describe the overview of the project, such as objectives or key elements of the project.
- (c) *Working plan*: Students presented the description of the work in each step, the responsible persons, and the deadlines. After each step was completed, the responsible person ticked the box in the last column, and other members, including the teacher, could monitor the work progress.
- (d) *Assigned tasks*: This page was used as a space for posting translation drafts and other tasks, such as working plans or presentation files. The teacher could give feedback using the comment box tool.

The web-based project portfolios were not scored, but used as an online platform for the students to post their assigned tasks.

How to validate the instrument:

The use of web-based portfolios was piloted with a group of English major students to see if there were any technical difficulties to be aware of during the implementation in the main study. The results were used to prepare for the web-based project portfolio tutorial session and to monitor the students' difficulties in terms of creating and updating their portfolios.

4) Online forums

Online forums were incorporated to observe the students' interaction while they are carrying out the project. There are two types of online forums: a classroom forum and a group forum. The online forums were not scored, but used as a communication tool for the translation project.

4.1) The classroom forum used in this study is *Google Classroom*, a learning management system (LMS) provided by Google.

Instructional purpose(s): To facilitate communication between the teacher and the students, for posting class materials and written feedback sheets for the projects. Also, it is a platform to post a link to each group's project portfolio while they are doing the group project

Research purpose(s): To obtain data about the students' use of online communication as a tool for their learning

How to validate the instrument:

The use of the classroom forum was piloted with a group of English major students to observe the students' interaction and technical difficulties that should be aware of during the implementation in the main study. In the pilot study, *Google+* which was selected as the LMS was not fully used since the students were not very familiar with it. In the main study, therefore, *Google Classroom* was used instead because it has been introduced in that semester as a requirement for all the courses at Dhurakij Pundit University. When the two forums are compared, most of the necessary functions are similar, but Google Classroom is more user-friendly in several aspects, such as its interfaces and types of activities the teacher can assign.

4.2) Group forums are any online communication channels created by each group at their own choices. Two channels were used: Line and Facebook Messenger.

Instructional purpose(s): To facilitate the students to communicate and discuss with each other in their working group while they are doing the project

Research purpose(s): To obtain data about the students' use of online communication as a tool for their learning

How to validate the instrument:

The use of group forums was piloted with a group of English major students to observe their interaction and technical difficulties that should be aware of during the implementation in the main study. The results revealed that the students used Line and Facebook Messenger to communicate with each other, so in the main study Line or Facebook Messenger can be used, depending on each group's preferences.

5) Learner's Diary

The overall objectives of Learner's Diary are for the students to learn to self-monitor, self-assess, and reflect on their own work. Also, it is expected that the students will increase their self-awareness. The students were assigned to write a diary at each stage of translation right after they finished the individual translation draft, the group's first draft, and the group's final draft. Learner's Diary consists of three parts: (1) analysis of text-related problems, (2) analysis of text-related difficulties, and (3) reflection on the work process (See Appendix E).

Part 1: Translation problems

Instructional purpose(s): To enhance the abilities to identify, explain, and solve text-related problems

Research purpose(s): To obtain data about the students' abilities to identify and solve text-related problems in their translation project in each stage

The students were assigned to choose three most important text-related problems from each draft, explain them, and tell how they were solved. To analyze one text-related problem, students responded to 4 items as listed below. Items (2) and (4) can be explained in Thai. The guiding questions in this part were adapted from questions in the metacognitive questionnaires developed by Fernández and Zabalbeascoa (2012a) and the measuring instruments developed by Orozco and Hurtado Albir (2002). The questions are as follows:

- 1) Specify the instance that caused the problem.
- 2) Explain why it is a problem.
- 3) What is your translation of that instance?
- 4) What strategies did you use to solve the problem?

Part 2: Translation difficulties

Instructional purpose(s): To enhance the abilities to identify, explain, and solve text-related problems

Research purpose(s): To obtain data about the students' abilities to identify and solve text-related difficulties in their translation project in each stage

The students were assigned to choose three most important text-related difficulties from this draft and explain how they solved them. Items (2) and (4) can be explained in Thai. The guiding questions in this part are also in line with those in Part 1 of the diary.

- 1) Specify the instance that caused the difficulty.
- 2) Explain why it is a difficulty.
- 3) What is your translation of that instance?
- 4) What strategies did you use to solve the difficulty?

Part 3: Reflection of translation process

Instructional purpose(s): To enhance students' critical thinking through the use of metacognitive strategies

Research purpose(s): To obtain data about the students' collaboration through their metacognitive strategies during each translation process

Guiding questions for this part were adapted from diaries in translation classrooms employed by Fox (2000) and Rico (2010). The questions are as follows:

- 1) As a group member, what did you do to complete this translation draft?
- 2) What are problems during the process of translation?
- 3) How did you solve the problems?
- 4) What reasoning was behind such decisions?
- 5) What do you think of this draft? To what extent are you satisfied with it?
- 6) What do you like best about your translation draft?
- 7) If you could do anything differently, what would it be?

How to validate the instrument:

Learner's Diary was sent to three experts in the field of translation training and language assessment in order to check for content and construct validity by means of the Index of Item Objective Congruence (IOC), and any items that received IOC under .67 (Ratchatranon, n.d.) were revised.

The validity of the Learner's Diary was 0.9. Overall, the guiding questions were clear, but it was recommended that the word 'fragment' should be revised, and the instructions should be made clearer in terms of the language used (English or

Thai) in writing the diary. After that, it was piloted with a group of English major students, and the students' feedback was observed. The results revealed that some students failed to submit some or all of their diaries. It was probably because they did not recognize the importance of this task. In the main study, therefore, the objectives were clearly explained so that the students would understand and pay more attention to this task, and the students were assigned to practice writing a short reflection since the beginning of Module A (Training session), and short written feedback from the teacher was given to the students so that they clearly understood what was expected from this task.

6) Assessment tools

There are six assessment forms in this Collaborative Translation Project: (1) Scoring rubric for translation project, (2) Peer-editing and Peer-assessment form, (3) Self-editing and Self-assessment form, (4) Presentation evaluation form, (5) Checklist for text analysis and working plan, (6) Checklist for class participation.

Instructional purpose(s): To be the guidelines for the students to perform activities and tasks and also for the assessment and evaluation

Research purpose(s): To obtain data about the students' performance throughout the project

All the forms were provided in the Project Manual, and also were briefly explained to the students during the project orientation period and mentioned again before they started each task or activity, so that the students clearly understood all the criteria. Here are the detailed explanations about each form.

6.1) Scoring rubric for translation project

The scoring rubric for translation project was developed for evaluating the final draft of the translation project, and the assessment was performed by the teacher. This study adapted the scoring rubric developed by Angelelli (2009) which is a five-point-scale scoring rubric drafted for the American Translators Association (ATA), proposed as an example for assessing translation ability by professional associations. The five operational categories for the ATA's rubric are source text meaning, target text style and cohesion, situational appropriateness,

grammar and mechanics, and translation skills (Angelelli, 2009). Its working definition of the construct is based on the communicative translation competence approach, the approach adopted for this study. In sum, the criteria, the number of scales, and the descriptors were adapted to suit the learning context in this study (See Appendix D).

6.2) Peer-editing and Peer-assessment form

The peer-editing form developed in this research contains criteria and descriptors adapted from the revision parameters proposed by Mossop (2007). The parameters are the types of errors a reviser checks for during the process of collaborative editing and translation revision. This form features rubric scoring with three scales: needs to be improved, fair, and proficient. The peer-editing form aims at giving feedback to other groups' translations. The focus is on the editing process and the feedback from peers, not the scores from the assessment. The form is illustrated in Appendix F.

6.3) Self-editing and self-assessment form

The self-editing form was developed in line with the peer-editing form so that the students have guidelines for revision, editing, and assessment of their own work before passing it on to the peer-editing process. The form is illustrated in Appendix G.

6.4) Presentation evaluation form

The presentation evaluation form in this research was developed mainly as a guideline for the presentation activity in this project. The criteria consist of information, language use, visual aids, time management, and questions and discussion. There are three scales: needs to be improved, fair, and proficient. The three-level scale is used because the presentation is only a means to share ideas for learning and discussion among students. The presentation uses a contract-grading measurement because it aims at giving feedback to the students, rather than assessing their performance. The presentation evaluation form is illustrated in Appendix H.

6.5) Checklist for working plan and text analysis

The checklist for text analysis and working plan was developed mainly as a guideline for the students when they were doing their working plan and text

analysis. The checklist for working plan consists of working steps, time frame, responsible person(s), group communication method(s), and analysis of group work issue(s). The checklist for text analysis is based on text analysis for translation (Nord, 2005), consisting of sender, sender's intention, audience and medium of the source text and the target text, subject matter, text composition, five text-related problems, and five text-related difficulties. The working plan and text analysis were contract-graded. The students got the scores when they completed and submitted them on time. Also, the teacher's feedback on incorrect analysis was given to the students. The checklist is illustrated in Appendix I.

6.6) Checklist for class participation

The checklist for class participation was developed as a guideline for three class activities: class discussions in the presentation sessions, collaborative editing, and peer editing. Descriptors are the activities the students were expected to do before and/or during the presentation as the audience and during the editing sessions. The details are illustrated in Appendix J.

How to validate the instruments:

All the assessment instruments were sent to three experts in the field of translation training and language assessment in order to check for content and construct validity by means of the Index of Item Objective Congruence (IOC), and any items that received IOC under .67 (Ratchatranon, n.d.) were revised.

The suggestions from the experts were applied in order to improve the allocation of scores in the scoring rubric used for both the translation tests and the translation project. After that, the instruments were piloted with a group of English major students. The results revealed that the students needed more explanations about the scoring rubric descriptors, so the criteria were discussed and reviewed more often in class in Module A (Training session) when the teacher's feedback on translation assignments was given and when the students practiced editing their own and their peers' work.

7) Semi-structured interview protocol

The semi-structured interview was conducted by the researcher after the implementation of the CLPM.

Instructional purpose(s): This instrument has no instructional purpose

Research purpose(s): To obtain data about the students' learning and collaboration during the process of the translation

Based on the guiding questions in the interview, data on the students' performance and opinions obtained from the Learner's Diaries and the final presentation was used to explore more in detail how and why the students did or thought that way. The guiding questions for the interview are presented as Appendix K.

How to validate the instrument:

The semi-structure interview was sent to three experts in the field of translation training and language assessment in order to check for content and construct validity by means of the Index Objective Congruence (IOC), and any items that received IOC under .67 (Ratchatranon, n.d.) were revised.

The validity of the semi-structure interview was 1.0. Overall, the experts stated that the questions were appropriate for collecting data in this study. However, there was a suggestion that it might be necessary to probe for getting more details when the researcher asks the students how they performed activities in each step. After that, the interview was piloted with one English major student, and the students' responses were clear, so there was no further revision.

8) Lesson plans

The details of the lesson plans include the course content, the procedure, and the assignments.

Instructional purpose(s): To be the plan and guideline for the implementation of the CLPM

Research purpose(s): This instrument has no research purpose.

How to validate the instrument:

The lesson plans were sent to three experts in the field of translation training and language assessment in order to check for content and construct validity by

means of the Index of Item Objective Congruence (IOC), and any items that received IOC under .67 (Ratchatranon, n.d.) were revised.

The validity of the lesson plan was 1.0. Overall, the experts stated that the lesson plans were well-planned and appropriate, but time allotment for each activity should be more specific. After that, the lesson plans were piloted with a group of English major students. The results revealed that the lesson plans were clear and other elements were appropriate, so there was no further revision.

9) Teaching materials

The teaching materials include all the course materials for Module A and the Project Manual for Module B.

Instructional purpose(s): To be the materials for the module implementation

Research purpose(s): This instrument has no research purpose.

How to validate the instrument:

The teaching materials were sent to three experts in the field of translation training and language assessment in order to check for content and construct validity by means of the Index of Item Objective Congruence (IOC). Any items that received IOC under .67 (Ratchatranon, n.d.) were revised.

The validity of the teaching materials was 0.95. Overall, the experts remarked that the teaching materials were well thought. However, there was a suggestion that more examples of source texts, especially more business-oriented examples, should be added. The suggestions from the experts were applied to improve some content and sequences of the teaching materials. After that, the teaching materials were piloted with a group of English major students. The results revealed that the teaching materials were clear and could be appropriately used. Nevertheless, the criteria for assessing and editing translation tasks needed to be discussed repeatedly during the translation feedback session and the editing practice session.

In sum, after the instruments were developed, they were validated and used in the pilot study, and then they were revised before being used in the main study. The next section describes the implementation and evaluation of the CLPM.

3.3 Implementation and evaluation of the Collaborative Project-based Learning Module

The implementation and the evaluation of CLPM as the main study of this research were in the first semester of the academic year 2015. The participants were all the 21 students who enrolled in the Translation in Business course. To explore its effects, data was collected before, during, and after the implementation of the CLPM. This section presents how the CLPM was evaluated in terms of data collection and data analysis in the main study of this research.

1) Translation pretest and posttest

The translation pretest was administered at the beginning of the Training session of the CLPM. It is a paper-based test, but it was conducted in a computer lab. The whole test takes 90 minutes.

In Part 1, the test task is an English-Thai translation of a business article. The students were allowed to use the Internet from the computer as a research tool for their translation. In Part 2 of the test, the test task is the analysis of text-related problems in an English-Thai translation text, and the students were not allowed to use the Internet.

The same translation test used as the pretest was administered as the posttest at the end of the CLPM, and the same administering procedure was applied.

Part 1 of the test, translation of a business article, has an objective to explore the students' overall translation abilities. The students' translations were scored with the use of the scoring rubrics developed for this task.

Part 2 of the test, analysis of text-related problems from the given English-Thai translation task, was scored with the use of the answer key as a guideline

How to ensure reliability:

Both the pretest and posttest were marked by the researcher and another rater in order to ensure inter-rater reliability. The inter-rater was an experienced translation instructor who has taught translation in higher education. The inter-rater was trained by the researcher in order to analyze the test. Then, both raters analyzed the data separately and checked for consistency.

How to analyze the data:

Since there were only 21 students in this study, non-parametric statistics Wilcoxon was applied to compare their development after the implementation of the CLPM.

2) Translation drafts

Since the Collaborative Translation Project in this study assigned the students to follow the procedure designed for them to collaborate with each other, there were altogether three translation drafts that each group produced. The ‘individual translation draft’ was produced by each student at the beginning of the project. Then, they collaborated with each other to produce the ‘group’s first draft’ and later on the ‘group’s final draft’. The three translation drafts were submitted to the teacher by posting onto each group’s web-based portfolio by the deadlines stated in the Project Manual.

The individual translation draft and the group’s first draft were marked as participation scores. The students got the score if they completed and submitted them by the deadlines. The group’s final draft translation was marked based on the quality of the work, using the scoring rubric developed for this project.

How to ensure reliability:

The group’s final draft was marked by the researcher and another rater to ensure inter-rater reliability. The inter-rater was an experienced translation instructor who has taught translation in higher education. The inter-rater was trained by the researcher in order to analyze the translation drafts. Then, both the raters analyzed the data separately and checked for consistency.

How to analyze the data:

The scores of the final drafts were reported in the form of percentage.

3) Learner’s Diaries

Writing diaries is an individual assignment that each student did right after they finished each translation draft, and the diary was submitted to the teacher via Google Classroom in the form of a private message. The same set of guiding questions was applied for the three diaries at each stage of translation. The file of

the Learner's Diary was provided in the Project Manual, which could be downloaded from Google Classroom. The students could download the file and used it three times for their three diaries.

The students' responses to guiding questions in the diaries were divided into three parts. Data analysis of Part 1 of the diary, analysis of text-related problems, has an objective to investigate the students' abilities to identify and solve text-related problems at each stage of translation. Here are the 4 steps to analyze text-related problems.

- 1) All the instances that the students listed were marked in order to find the number and percentage of correct problems and appropriate solutions in each diary.
- 2) The data from each diary was compared in order to explore how the students improved their abilities throughout the 6-week process of translation.
- 3) All the instances were categorized as subcategories of text-related problems, and the data from each diary was compared to investigate types of problems that the students listed and their abilities to solve the problems at each stage of translation.
- 4) Text-related problems listed in Diary-1 were analyzed again by comparing the number and percentage of the appropriate solutions in this draft with the number and percentage of the appropriate solutions in the final draft. The objective was to see which types of problems the students could solve at the first stage of translation (in the individual translation draft) and how those problems were solved at the end of the project (in the group's final draft).

In this study, the analysis of Part 2 of the diary was used to study how the students improved their abilities to solve text-related difficulties by comparing the abilities at the first stage of translation (in the individual translation draft) with the abilities at the end of the project (in the group's final draft). Here are the three steps to analyze text-related problems

- 1) All the instances listed as text-related difficulties listed in Diary-1 (or the individual translation draft) were marked if they were appropriately solved in this draft.
- 2) The text-related difficulties that could not be solved in Diary-1 (or the individual translation draft) were tracked down if they could be successfully solved in the group's final draft at the end of the project.
- 3) The text-related difficulties were categorized and explained to see which types of difficulties were problematic for the students at the first stage of translation (in the individual translation draft) and how those difficulties were solved at the end of the project (in the group's final draft).

In Part 3, reflection of the work process, the students' responses were used as background information for the interview at the end of the CLPM. The objective is to explore the students' collaboration and performance-related difficulties that occurred during the process of translation.

How to ensure reliability:

Part 1 and Part 2 of the diaries were analyzed by the researcher and another rater in order to ensure inter-rater reliability. The inter-rater was an experienced translation instructor who has taught translation in higher education. The inter-rater was trained by the researcher. Then, both raters analyzed the data separately and checked together for consistency.

Part 3 of the diaries were analyzed by the researcher and another rater to ensure inter-rater reliability. The inter-rater was a researcher who has experience in analyzing qualitative data. The inter-rater was explained about the categories and subcategories of the work process and the performance-related difficulties. Then, both raters analyzed the data separately and checked for consistency.

How to analyze the data:

In Part 1 and Part 2 of the diaries, the scores were analyzed and reported as percentages.

In Part 3 of the diaries, the data was analyzed qualitatively. Data coding was employed (Chamaz, 2006). The diaries were read word-by-word to look for any

elements that mentioned about the students' work process and the difficulties they encountered and resolved. Then, the initial coding that contained the same meaning was sorted into subcategories. After that, subcategories were integrated into major categories to conceptualize the concepts.

4) Group's final presentations

The group's final presentations were the presentations at the end of the project. The students were asked to present an analysis of their group's work process, including challenges and solutions and what they learned from this project.

This set of data was elicited from the video-recording of their presentations. The objective is to elicit data about the students' work process and their abilities to identify and solve performance-related difficulties.

How to ensure reliability:

The data from the video transcripts was analyzed by the researcher and another rater to ensure inter-rater reliability. The inter-rater was a researcher who has experience in analyzing qualitative data. The inter-rater was explained about the categories and subcategories of the work process and the performance-related difficulties. Then, both raters analyzed the data separately and checked for consistency.

How to analyze the data:

The data was analyzed qualitatively. Data transcribing, coding, and analyzing were employed (Chamaz, 2006) using the same method as the one used for analyzing qualitative data in Part 3 of the Learner's Diary.

5) Semi-structured interviews

The semi-structured interviews were conducted at the end of the CLPM. The objective is to obtain qualitative data about the student's abilities to identify and solve text-related problems, text-related difficulties, and performance-related difficulties; the way they managed translation project; the collaboration and interaction among the students; and the students' opinions towards their performance and this translation project.

There was a list of guiding questions to ask the students during the interview, but most questions were asked based on the data elicited from the Learner's Diaries and the final presentations. The questions in the interviews, therefore, focused more on in-depth information regarding 'how' and 'why' the students did or did not perform something during the project, based on interesting issues that needed further explanations from the other research instruments.

The researcher was the one who conducted all the interviews. All the students were individually interviewed, but after the preliminary analysis of data, it was found that the interview data from the group leader of each group was sufficient. Therefore, only the interview data from one student as a representative of each translation project group, making a total of six respondents, was used for the data analysis.

How to ensure reliability:

The data from the interview was analyzed by the researcher and another rater to ensure inter-rater reliability. The inter-rater was a researcher who has experience in analyzing qualitative data. The inter-rater was explained about the categories and subcategories of the work process and the performance-related difficulties. Then, both the raters analyzed the data separately and checked for consistency.

How to analyze the data:

The data was analyzed qualitatively. Data transcribing, coding, and analyzing were employed (Chamaz, 2006) using the same method as the one used for analyzing qualitative data in Part 3 of the Learner's Diary and the final presentations.

In sum, this chapter explains the research design and procedure, the conceptual framework of the study, the learning model of the Collaborative Translation Project, the contexts of the CLPM, as well as the structure and the assessment schemes of the CLPM. It also elaborates how the research instruments were developed and used to evaluate the CLPM.

The next chapter describes the findings of this research by presenting the brief overview of the CLPM, the analysis of the learners' characteristics, the results

obtained from the evaluation of the CLPM, and also the analysis of typical characteristics and limitations of the Collaborative Translation Project.



CHAPTER IV

RESEARCH FINDINGS

The objectives of this study are to develop a collaborative project-based learning module for translation training in order to enhance strategic sub-competence of EFL learners in a language degree program, and to investigate its effects on the development of the students' strategic sub-competence. The research questions are as follows:

1. How can a collaborative project-based learning module for translation training be developed to enhance strategic sub-competence of EFL learners in a language degree program?
2. What are the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of strategic sub-competence of EFL learners in a language degree program?
 - 2.1 What are the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of EFL learners' abilities to identify and solve text-related problems?
 - 2.2 What are the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of EFL learners' abilities to identify and solve text-related difficulties?
 - 2.3 What are the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of EFL learners' abilities to identify and solve performance-related difficulties?

To answer the research questions, this chapter presents the findings of this study by depicting an overview of the proposed Collaborative Project-based Learning Module (CPLM), the analysis of learners' characteristics, the evaluation of the

learning module, as well as typical characteristics and limitations of the Collaborative Translation Project, the group project that was assigned to the students as part of the learning module. The findings presented in this chapter are in four main parts as follows:

4.1 Overview of the Collaborative Project-based Learning Module:

This overview of the CPLM is presented to answer Research Question 1.

The details include the key constructs for designing the CPLM, the objectives of the CPLM, the procedure for implementation, and the method for evaluating the outcome.

4.2 Analysis of learners' characteristics:

The characteristics of the EFL learners in this particular learning context were analyzed in order to provide background information for the analysis of the effects of the CLPM. The details include the data on their majors, the number of years of their study, their pretest scores, and their participation scores.

4.3 Evaluation of the Collaborative Project-based Learning Module:

This part explains the effects of the CLPM in order to answer Research Question 2.

- Item 4.3.1 shows the effects of the CLPM on the students' overall translation abilities.
- Item 4.3.2 answers Research Question 2.1 by explaining their abilities to identify and solve text-related problems.
- Item 4.3.3 answers Research Question 2.2 by explaining their abilities to identify and solve text-related difficulties
- Item 4.3.4 answers Research Question 2.3 by explaining their abilities to identify and solve performance-related difficulties.

4.4 Typical characteristics of the Collaborative Translation Project:

This part explains the typical characteristics of the Collaborative Translation Project by analyzing the students' views on the differences between this Collaborative Translation Project and the other translation projects they had conducted before.

4.5 Limitations of the Collaborative Translation Project:

This part explains the limitations of the Collaborative Translation Project, concerning the use of web-based portfolios and Learner's Diaries.

4.1 Overview of the Collaborative Project-based Learning Module

This part aims at answering Research Question 1, 'How can a collaborative project-based learning module for translation training be developed to enhance strategic sub-competence of EFL learners in a language degree program?'

The proposed learning module namely, the 'Collaborative Project-based Learning Module' (CPLM) was developed with the main objective to enhance Thai EFL learners' strategic sub-competence, which includes their abilities to identify and solve text-related problems, text-related difficulties, and performance-related difficulties (See Figure 6).

The conceptual framework of this study functioning as the key constructs for designing the CPLM was developed by integrating three main theoretical frameworks: the communicative approach to translation training, the collaborative project-based learning approach, and the principles of group interaction and communication (See Figure 6).

This 15-week learning module designed for translation training in the context of Thai EFL undergraduate students majoring or minoring in English taking a business translation course as their elective. The CLPM consists of two sub-modules.

Module A, the 'Training session', was conducted from week 1-9, with the objectives to enhance knowledge about translation and practice all types of translation skills necessary for carrying out the translation project in Module B.

This module included the discussions on business text types, the communicative translation method, and text analysis for translation; and the activities to practice editing translation tasks and researching skill focusing on the use of electronic resources. Additionally, in the lesson on translation problems and translation strategies, the class discussed transfer tasks that all English-Thai translators need to be aware of due to the differences between English and Thai,

such as translating reference pronouns or sentences with passive construction and transcribing proper nouns. The students practiced identifying and solving those problems both in class and as homework assignments. More importantly, the students learned about collaboration from translation practice in pairs and in small groups, and there was also a session to discuss Dos and Don'ts in collaborative editing and peer editing, with the objective to raise awareness about the importance of team spirit in collaboration. In this training session, the students were trained to reflect on their learning from each translation assignment by the use of diaries to reflect on what they learned from that task, what problems they found and how they solved them; and to analyze how they were satisfied with that task and what they could do to improve the quality of their performance. (See details in Item 3.2.3 and Appendix A)

It is noted that the knowledge and skills in Module A were designed particularly for EFL students at the early stage of translation, in order to prepare them to be ready for the collaborative project in Module B.

Module B, 'Collaborative Translation Project', was conducted from week 10-15, with the objective to facilitate the students to work collaboratively in conducting a translation project.

The project was a small group assignment of English-Thai translation. The source text was in the topic of business management. Detailed steps and guidelines were provided in the Project Manual, comprising all the task and activities in the project, the assessment criteria for assessing the project, and all the assessment forms, such as the scoring rubric for translation project, the peer editing form, and the checklist for class participation (i.e. in Collaborative editing session, Peer editing session, and Presentation session).

The activities in Module B included the project orientation by the teacher, project planning, text analysis, training on creating a web-based project portfolio, presentation-1 and classroom discussion, individual translation, collaborative editing (the students working together in their own group to edit their own translation and produce the groups' first draft translation), peer editing (two groups performing reciprocal editing to give feedback and suggestions to their counterpart to produce

the groups' final draft translation), Learner's Diary writing, and the final presentation (See details in Figure 8 and Appendix B).

As mentioned previously, the first objective is to develop a collaborative project-based learning module, and the second objective is to explore the effects of the CLPM on the development of the students' strategic sub-competence. Data was collected from the translation pretest at the beginning of the CLPM and the translation posttest at the end. During the project implementation, data was also collected from the students' translation drafts, their Learner's Diaries, and their group's final presentations. Also, the semi-structured interview was conducted at the end of the CPLM.

The next part analyzes the EFL learners' characteristics in this study so that the results can form the basis for analyzing the effects of the CPLM in the following parts.

4.2 Analysis of learners' characteristics

The CLPM was implemented in the first semester of the academic year 2015. All the students were EFL learners who enrolled in a business translation course at Dhurakij Pundit University, a private university in Bangkok, Thailand. This course is offered as an elective course mainly for third-year and fourth-year English major students who passed two required translation courses, Introduction to Translation and Intermediate Translation, offered in their second year of study. However, in the semester that the main study of this research was conducted, five students from other majors joined this course as their minor course as well. The background information of all the students is illustrated in the following table.

Table 8 *Students' background information*

Group Number	Student code	Gender	Major	Years of study at DPU	Pretest scores (%)	Participation scores (%)
1	1a	Female	English	3	61.67	100
	1b	Female	English	3	63.33	100
	1c	Female	English	3	45	94
2	2a	Female	Thai for Career	3	26.67	100
	2b	Female	Thai for Career	3	36.67	100
	2c	Female	Thai for Career	3	28.33	100
	2d	Female	Thai for Career	3	26.67	89
3	3a	Female	English	3	38.33	94
	3b	Female	English	3	58.33	83
	3c	Female	English	3	58.33	94
4	4a	Female	English	4	36.67	100
	4b	Female	English	4	20	100
	4c	Female	English	4	45	100
	4d	Female	English	4	61.67	78
5	5a	Female	English	4	28.33	100
	5b	Female	English	4	21.67	100
	5c	Female	English	4	31.67	100
6	6a	Male	Business English for Communication (International Program)	4	83.33	100
	6b	Female	English	4	45	67
	6c	Female	English	5	43.33	56
	6d	Female	English	5	65	50

From Table 8 above, it is noticeable that there was a great variation among the students' background information. Their background information was analyzed in two main areas: (1) their majors, years of study, and translation pretest scores, which can be related to their overall abilities in language and translation; and (2) the participation scores, which can reflect their commitment to the project.

4.2.1 The students' majors, years of study, and pretest scores

Most students were from the English Major, except from four members in Group 2 and one member in Group 6, namely 6a. In Group 2, all the members

majored in Thai for Career and minored in English. Therefore, they had studied English less than the other students in this course, and they had less experience in translation as well. As can be seen from the pretest scores, every member in Group 2 had translation pretest scores lower than 44.5%, the mean score of this test. For 6a, the only male student who studied in the International Program in Business English for Communication, he had a stronger background in English and business and also more experience in translation since he took 3 translation courses in previous semesters and another course in the semester that the data was collected. 6A also got the highest translation pretest scores (83.33%) as well.

When the number of years of study is taken into consideration, most students were in their third and fourth year. Only two English major students in Group 6 (6c and 6d) were in their fifth year as they had failed this course and a few English courses in previous semesters. In terms of translation abilities, 6c got the score of 65%, which was the second highest score, but 6d got 43.33% which was a bit lower than the mean score.

When the pretest scores of the students as members of each group were analyzed, it was found that the two groups whose all members got the pretest scores lower than the mean score were Group 2 (four students from the Thai major) and Group 5 (three students from the English major). The other three groups had one or two members who got the pretest scores lower than the mean score, and Group 1 was the only group that all members got the pretest scores higher than the mean score.

Consequently, it can be clearly seen that all the 21 students in this class had different years and experience of English learning, as well as different background knowledge, skills, and experience in translation.

4.2.2 The students' participation scores

Participation scores from this project are considered another factor that should be analyzed since they can explain the students' commitment to their own study, and probably to the success of the group project.

Each student's participation score from Table 8 was calculated from their participation in activities and their work submission during the 6-week project. It includes participation in the presentations, collaborative editing, and peer editing, as well as the submission of the individual translation draft, the group's first draft, the group's final draft, and three Learner's Diaries. All these activities and assignments were graded using contract-grading assessment, meaning that scores are given when the students fully participated in each activity or completed each task and submitted it by the deadline. Each diary consists of three parts: analysis of three text-related problems, analysis of three text-related difficulties, and six questions as reflections on their work process; therefore, it took some time to do all the tasks in the diary. At the end, the data reveals that some students did not complete some parts of the diaries, and two students (6c and 6d) failed to submit any diaries. These scores, therefore, can reflect how much effort each student put into their learning during the project.

The mean score of the participation scores was 91%. Among five students who got the scores lower than the mean score, three members in Group 6 (6b, 6c, and 6d) were the only three students in class who got lower than 70% because one of them submitted only one diary and the other two did not submit any diaries at all. Also, the three of them missed some class activities during the project implementation.

In sum, it is very interesting to explore how this group of EFL students with a great variation of background knowledge, experience, and skills in English and translation, as well as a variety of learning habits, would experience benefits and difficulties from the assigned Collaborative Translation Project.

The next part presents the findings on the evaluation of the CLPM by analyzing its effects on the development of the students' strategic sub-competence.

4.3 Evaluation of the Collaborative Project-based Learning Module

As mentioned earlier that the second objective of the present study is to investigate the effects of the CLPM on the development of EFL learners' strategic

sub-competence, this section presents the data in four main aspects: (1) the students' overall translation abilities; (2) their abilities to identify and solve text-related problems; (3) their abilities to solve text-related difficulties; and (4) their abilities to identify and solve performance-related difficulties. The details are as follows:

4.3.1 The students' overall translation abilities

Data on the students' overall translation abilities was elicited from the translation pretest and posttest (Part 1). The objective is to explore the students' overall translation abilities after attending the CLPM. Although it is not the main objective of this study, this set of data can be used to explain how the students improved after taking this learning module.

The test task is an English-Thai translation of an excerpt of a business article, "UK Dairy Industry in Crisis" (See Item 3.2.4 and Appendix C).

The total score of this part is 15, and the number of test takers is 21. The findings are illustrated in the following table.

Table 9 *Translation Pretest and Posttest Scores (Part 1)*

Test	Ranks	N	Mean Rank	Sum of Ranks	<i>p</i>
Pretest-	Negative	1	15.00	15.00	.001*
Posttest:	Positive	19	10.26	195.0	
Part 1	Tiles	1	-	-	

Note. * $p < 0.05$

As displayed in Table 9, students improved their overall translation abilities at significant level 0.05. Thus, this indicates the students' significant improvement on their overall translation abilities after attending the fifteen-week CLPM.

Part 1 of the tests was also used to investigate the students' abilities to identify and solve text-related problems in Item 4.3.2.

4.3.2 The students' abilities to identify and solve text-related problems

This part aims at answering Research Question 2.1, 'What are the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of EFL learners' abilities to identify and solve text-related problems?'

The term 'text-related problem', one of the categories of translation problems refers to objective transfer tasks every translator has to deal with, due to the differences between the source language and the target language, such as the use of personal pronouns in English and Thai or structures of noun phrases in the two languages. The relevant term is *text-related difficulty*, referring to subjective transfer tasks some translators have to deal with, due to their own levels of knowledge and competence, such as lack of abilities to comprehend complex sentence structures or to use translation resources. In other words, text-related problems are associated with the differences between the two languages, but text-related difficulties are caused by translators' lack of some abilities. Therefore, the students' analysis of text-related problems in this study were marked as correct or incorrect; however, their analysis of text-related difficulties was not viewed as correct or incorrect since the students could identify any elements that they considered difficult for them. It is notable that to identify text-related problems requires a higher level of competence to understand and analyze them, but to identify text-related difficulties does not. The objectives of the two tasks are different. In this study, the students were assigned to identify text-related problems because they, as novice translators, needed to be aware of the problems that might occur in their translation. On the other hand, the students were assigned to identify text-related difficulties in order to be more aware of their own weaknesses. Data in this study reveals that some elements that the students identified as text-related problems and text-related difficulties were similar, but if any elements were identified as text-related problems, the students needed to justify their answers to make sure they understand them correctly.

In Module A (Training session), the students learned and practiced how to identify and solve text-related problems in different contexts before starting the project. The categories of text-related problems in English-Thai translation in this study are lexical, syntactic, and convention-related problems, and the subcategories of the problems include:

1. *Lexical problems*: word meaning in context
2. *Syntactic problems*: word order in a noun phrase, impersonal pronoun 'it', 3rd-person pronoun and possessive adjective, verb tense, passive construction, derived sentence, and other types of structure
3. *Convention-related problems*: punctuation mark, marking of plurality, and transcribing proper name
(See definitions of each problem in Item 3.2.3)

To investigate the students' abilities to identify and solve text-related problems, data was collected from the pretest and posttest to see the improvement after the implementation of the CLPM, and also from Learner's Diaries and translation drafts of the students to see the progress during the process of the Collaborative Translation Project.

The pretest and posttest includes the lexical problems (word meaning in context), four subcategories of syntactic problems (word order in a noun phrase, impersonal pronoun-it, passive construction, and other types of structure), and one subcategories of convention-related problems (transcribing proper name). Additionally, data from the translation project includes all subcategories of text-related problems.

Apart from the abilities to identify text-related problems, the students were trained to solve the problems as well. Strategies to solve the problems are varied. The terms *addition*, *subtraction*, and *alternation* were introduced in class, but in practice, more than one technique could be applied, so solving the problems in this study focuses on the students' abilities to appropriately translate instances identified as text-related problems.

4.3.2.1 Data collected from the pretest and the posttest

The results of the pretest and posttest were also used to investigate the effects of the CLPM on developing the students' abilities to identify and solve text-related problems. The lexical problems and the convention-related problems were tested in Part 1, and the syntactic problems were tested in Part 2. The results of the tests are presented below.

In Part 1 of the test, the task was a translation of the passage 'UK Dairy Industry in Crisis'. The source text passage includes two instances of the lexical problems (word meaning in context) and two instances of the convention-related problems (transcribing proper name). The results of the pretest and posttest are presented in Table 10 and 11.

Table 10 *Pretest and posttest scores of lexical problems*

Test items	Ranks	N	Mean Rank	Sum of Ranks	<i>p</i>
Item 1: (dairy) farmers	Negative	1	4.50	4.50	.034*
	Positive	7	4.50	31.50	
	Tiles	13	-	-	
Item 2: firm	Negative	1	5.00	5.00	.020*
	Positive	8	5.00	40.00	
	Tiles	12	-	-	

Note. * $p < 0.05$

Table 10 shows the two items involving lexical problem or 'word meaning in context' that were tested. The two words, '(dairy) farmer' and 'firm', have multiple meanings, so the students needed to choose an appropriate meaning of each word in the context for their translation. The data reveals that the students significantly improved their abilities to solve lexical problems at significant level 0.05.

To clearly understand these items, the following data shows some examples of the students' appropriate and inappropriate solutions to the 'word meaning in context' problem.

In test item 1, the phrase ‘(dairy) farmers’ in the sentence ‘Approximately 14,000 dairy farmers in the UK, producing 3.3 million liters per day, have been hit by a series of price cuts.’ should be translated as ‘เกษตรกรผู้เลี้ยงโคนม’ or ‘ผู้เลี้ยงโคนม’, but some students translated the word as ‘ชาวนาโรงรีดนม’, ‘นักรีดนมวัว’, ‘ชาวนาผู้เลี้ยงโคนม’ which were unnatural, and ‘ชาวเกษตรกร’ which was incomplete.

In test item 2, the word ‘firm’ in the sentence ‘Recently, a Germany’s firm spent £80 million to take over the management of factories in Derbyshire and Essex.’ should be translated as ‘บริษัท’, but some students translated the word as, ‘บริษัทห้างร้าน’, ‘สถานธุรกิจ’ which were unnatural, and ‘อย่างแน่นอน’, ‘ความมั่นคงแข็งแรง’, ‘ค่าเงินแข็งค่า’ which were inaccurate.

Table 11 presents the two items of the convention-related problems, or the subcategory of ‘transcribing proper name’, that were tested in Part 1 of the test, so the students needed to transcribe the given proper names.

Table 11 *Pretest and posttest scores of convention-related problems*

Test items	Ranks	N	Mean Rank	Sum of Ranks	<i>p</i>
Item 1:	Negative	1	5.00	5.00	.020*
Derbyshire	Positive	8	5.00	40.00	
	Tiles	12	-	-	
Item 2:	Negative	1	5.00	5.00	.020*
Essex	Positive	8	5.00	40.00	
	Tiles	12	-	-	

Note. * $p < 0.05$

The data from Table 11 reveals that the students significantly improved their abilities to solve convention-related problems at significant level 0.05.

In test item 1, the word ‘Derbyshire’ in the sentence ‘Recently, a Germany’s firm spent £80 million to take over the management of factories in Derbyshire and Essex.’ should be transcribed as ‘ดาร์บีเชอร์’ or ‘ดาร์บีเชียร์’, but it was also

transcribed as ‘เดอบายไซล์’, ‘เดอร์บายแซร์’, ‘เดอร์บีไซด์’ which were inaccurate, and, in test item 2, the word ‘Essex’ in the same sentence which should be transcribed as ‘เอสเซ็กซ์’ was also transcribed as ‘เอสเซค’, ‘แอสเสคซ์’, ‘เอสเซ็กซ์’ which were inaccurate.

From the data in Table 10 and Table 11, it seems fair to suggest that the students made progress in their abilities to analyze and solve the lexical problems and the convention-related problems after taking the CLPM.

In Part 2 of the test, the test task is the analysis of syntactic problems in an English source text, “5 Important Things That Make Workers Quit”, and its Thai translation “สิ่งสำคัญ 5 ประการที่ทำให้พนักงานลาออก”, as explained in Item 3.2.4. The total score for this part is 45, and the number of test takers is 21. The pretest and posttest scores are presented in Table 12 below.

Table 12 *Translation Pretest and Posttest Scores (Part 2)*

Test	Ranks	N	Mean Rank	Sum of Ranks	p
Pretest-	Negative	5	6.00	30.00	.005*
Posttest:	Positive	15	12.00	180.00	
Part 2	Tiles	1	-	-	

Note. * $p < 0.05$

Table 12 reveals that the students improved their abilities to analyze and solve syntactic problems at significant level 0.05. Thus, this indicates the students’ significant improvement on their abilities to identify and solve syntactic problems after attending the fifteen-week learning module.

To clearly understand the students’ abilities to identify and solve text-related problems, particularly syntactic problems, the analysis of each subcategory was carried out. The four subcategories of syntactic problems being selected to investigate in this pretest and posttest are illustrated in Table 13.

Table 13 *Examples of syntactic problems in the pretest and the posttest (Part 2)*

	Examples of language forms	Examples of ST instances	Thai translations provided
1. Word order in a noun phrase	noun of noun	'one of the first reasons'	'เหตุผลสำคัญอันดับแรก'
2. Impersonal pronoun 'it'	it + verb 'be' / linking verb + adj.	'It is necessary for women...'	'มันเป็นเรื่องจำเป็นสำหรับผู้หญิง'
3. Passive construction	subject + verb 'be' + past participle	'The results can be explained that...'	'ผลการวิจัยสามารถถูกอธิบายได้ว่า...'
4. Other types of structure	Varied, e.g. according to + NP	'According to a research study in Canada,...'	'ตามที่งานวิจัยชิ้นหนึ่งในแคนาดา...'

Note. 'ST' refers to a source text

Table 13 demonstrates the four types of text-related problems investigated in this test. These four types of problems are in the category of syntactic problems, which are frequently found in English-Thai translations. The first three problems have limited specific language forms: (1) the problem of 'word order in a noun phrase' refers to a noun phrase with two or more content words; (2) the problem of 'impersonal pronoun -it' refers to a clause or sentence with impersonal pronoun 'it' as its subject; and (3) the problem of 'passive construction' refers to a clause or sentence that contains a verb phrase in the form of passive voice. However, the fourth problem, (4) the problem of 'other types of structure' can occur in more varied forms as it refers to any types of phrase, clause, or sentence structures which are not listed in the categories of syntactic problems, such as the structure of 'according to' (See details of syntactic problems in Item 3.2.3.1).

To further understand how well the students could deal with each type of syntactic problems, each test item was analyzed to show the students' abilities to solve text-related problems in detail. The data is presented in Table 14.

Table 14 *Pretest and posttest scores of syntactic problems*

ST instances	Test items	Ranks	N	Mean Rank	Sum of Ranks	p	
6: one of the first reason	13	Negative	0	.00	.00	.046*	
		Positive	4	2.50	10.00		
		Tiles	17	-	-		
	14	Negative	0	.00	.00	.014*	
		Positive	6	3.50	21.00		
		Tiles	15	-	-		
	15	Negative	0	.00	.00	.008*	
		Positive	7	4.00	28.00		
		Tiles	14	-	-		
9: Not being trusted by the boss	21	Negative	0	.00	.00	.014*	
		Positive	6	3.50	21.00		
		Tiles	15	-	-		
	23	Negative	0	.00	.00	.014*	
		Positive	6	3.50	21.00		
		Tiles	15	-	-		
	12: It is necessary for women	30	Negative	1	7.00	7.00	.002*
			Positive	12	7.00	84.00	
			Tiles	8	-	-	
31		Negative	1	7.00	7.00	.002*	
		Positive	12	7.00	84.00		
		Tiles	8	-	-		
32		Negative	0	.00	.00	.001*	
		Positive	11	6.00	66.00		
		Tiles	10	-	-		
33		Negative	0	.00	.00	.001*	
		Positive	12	6.50	78.00		
		Tiles	9	-	-		
14: The results can be explained that		40	Negative	0	.00	.00	.014*
			Positive	6	3.50	21.00	
			Tiles	15	-	-	
	41	Negative	1	5.00	5.00	.020*	
		Positive	8	5.00	40.00		
		Tiles	12	-	-		

Note. * $p < 0.05$

As can be seen from Table 14, the students significantly improved their abilities to identify and solve syntactic problems in instances number 6, 9, 12, and 14. Instance 6 has a problem of 'word order in a noun phrase', Instance 9 and 14

have a problem of ‘passive construction’, and Instance 12 has a problem of ‘impersonal pronoun-it’. In other words, the students made significant progress on analyzing the three types of problems: ‘word order in a noun phrase’, ‘impersonal pronoun-it’, and ‘passive construction’, but not the problem involving ‘other types of structure’.

It seems that the first three types of problems are easier to detect by looking at their specific language forms while the fourth problem, ‘other types of structure’ is not, probably because it is a broader category of syntactic problems that has no specific forms to locate or memorize in order to detect this problem. It then can lead to an inappropriate translation, either in terms of accuracy or smoothness, so to successfully identify and solve this type of problem, the students need to have a higher level of competence to understand the structure and produce an appropriate translation.

In sum, the findings from this part regarding the students’ abilities to identify and solve text-related problems in the translation pretest and posttest reveal that the students made a significant progress on analyzing and solving text-related problems after attending the CLPM for 15 weeks.

Nevertheless, the posttest scores can only reflect the students’ abilities to perform a single task as an end-product translation by comparing it to a single task at the beginning, or the pretest. Supporting evidence is still needed, so the following part of the results is to explore how the students made a progress during the process of the Collaborative Translation Project.

4.3.2.2 Data collected from the translation project

The students’ abilities to identify and solve text-related problems, which are a component of strategic sub-competence, were also investigated during the translation project so as to study the progress that the students made in the process of translation. In this translation project, there were altogether three drafts: (1) the individual translation draft, (2) the group’s first draft, and (3) the group’s final draft. This set of data is the analysis of all three translation drafts in two main dimensions. The first one is the analysis of the students’ abilities to identify and solve text-

related problems at the stage of identifying in order to investigate how well the students could identify, explain, and solve the problems at each stage of translation process, from the stage of individual translation, the group's first draft, and the group's final draft. The second one is the analysis of the students' abilities to solve text-related problems throughout the translation process by comparing appropriate solutions of the problems in the individual translation at the beginning of the project with the ones in their final draft translation at the end of the project.

Right after finishing each of the three translation drafts (the individual translation draft, the group's first draft, and the group's final draft), the students were assigned to list any three text-related problems and explain how they solved those problems in each of the three stages of their project (individual translation, collaborative editing, and peer-editing) in their three Learner's Diaries (Diary-1, Diary-2, and Diary-3) (See Table 15). Among the text-related problems listed by the students, some items are correct, but some are not. Here are some examples of items of text-related problems analysis that were marked correct and incorrect by the researcher.

A. Examples of correct analysis of text-related problems:

(1) The problem of 'word meaning in context'

ST: '... spend all of their money on product development and overhead...'

TR: '...ใช้เงินทั้งหมดไปกับการพัฒนาสินค้าและการดำเนินการทางธุรกิจ...'

Why it is a problem: คำนี้มีหลายความหมาย

How to solve it: เลือกคำที่มีความหมายถูกต้อง แปลว่า การดำเนินการทางธุรกิจจาก Thaidict App

(2) The problem of '3-rd person pronoun and possessive adjective'

ST: 'Learn what the current brand leader are doing and figure out how you can do it better.'

TR: 'เรียนรู้สิ่งที่แบรนด์ชั้นนำกำลังทำอยู่และคิดดูว่าคุณจะทำได้ดีกว่าอย่างไร'

Why it is a problem: คำว่า it ที่เป็น anaphoric reference ไม่ควรจะแปลว่า "มัน"

How to solve it: ผู้แปลแก้ปัญหาดังกล่าวด้วยการตัดคำว่า “มัน” ออกไปโดยที่ไม่แปล ซึ่งยังได้ใจความครบถ้วน

(3) The problem of ‘punctuation mark’

ST: ‘However, remember you’re trying to hire the right person, not just a person.’

TR: ‘อย่างไรก็ตาม จำไว้ว่าคุณกำลังพยายามจ้างบุคคลที่เหมาะสมอยู่ ไม่ใช่บุคคลใดก็ได้’

Why it is a problem: ภาษาอังกฤษใช้จุลภาคเพื่อเชื่อมข้อความในประโยค แต่ภาษาไทยไม่นิยมใช้

How to solve it: ตัดเครื่องหมายจุลภาคออก

(4) The problem of ‘marking of plurality’

ST: ‘Reeves agreed that companies should consider the future.’

TR: ‘รีฟส์เห็นด้วยว่า บริษัทต่างๆ ควรพิจารณาถึงอนาคต’

Why it is a problem: Marking of plurality ภาษาไทยไม่มีรูปคำเป็นพหูพจน์ด้วยการเติม -s

How to solve it: Addition เติมคำว่า ‘ต่างๆ’ เพื่อให้รู้ว่า เป็นคำพหูพจน์

(5) The problem of ‘transcribing proper name’

ST: ‘..., said Joshua Reeves,...’

TR: ‘...โจชัว รีฟส์ กล่าวหา...’

Why it is a problem: Transcribing proper names. It is a proper name. We need to transcribe it.

How to solve it: We need to find out how to pronounce this name from the website.

B. Examples of incorrect analysis of text-related problems:

(1) The underlined instance does not fit into the category being explained.

ST: ‘A business plan helps you figure out where your company is going, how it will overcome any potential difficulties, and what you need to sustain it.’

TR: ‘แผนธุรกิจจะช่วยให้คุณเข้าใจว่าบริษัทจะเดินหน้าไปอย่างไร ซึ่งจะจัดการอุปสรรค ที่อาจเกิดขึ้นอย่างไรและจะรักษากิจการไว้ได้อย่างไร’

Why it is a problem: Derived sentence คำกริยานี้เป็น Ving ลดรูปมา จึงต้อง
ระวังในการแปลเพราะไม่มีโครงสร้างนี้ในภาษาไทย

How to solve it: เต็มคำว่า “ซึ่ง” จะทำให้ประโยคสละสลวยขึ้น

- (2) The explanation of the problem is not related to any differences between the source language and the target language.

ST: ‘...you'll run across this at some point in your entrepreneurial journey.’

TR: ‘...คุณจะมีช่วงข้ามผ่านจุด ๆ หนึ่งในการเดินทางของกิจการของคุณ’

Why it is a problem: หาความหมายไม่ได้ ไม่มีความหมายที่แท้จริงในภาษาไทย

How to solve it: พยายามปรับภาษาให้สละสลวยเข้ากับบริบท

- (3) The explanation of the problem is not related to any differences between the source language and the target language.

ST: ‘Taking your time with early stage hiring may not always be possible, so how can you be sure that your first employees are the right fit?’

TR: ‘การใช้เวลาอย่างเต็มที่ในการจ้างงานระยะแรกอาจเป็นไปได้บ่อยนัก
ดังนั้นคุณจะมีใจได้อย่างไรว่าพนักงานคนแรกของคุณเหมาะสมกับงานนี้จริงๆ’

Why it is a problem: รู้สึกว่าแปลออกมาเป็นภาษาไทยไม่ค่อยสวยงาม หรืออาจจะ
ผิดความหมาย

How to solve it: ปรึกษากับเพื่อนในกลุ่ม ช่วยกันแก้และหาคำที่เหมาะสม
ที่สุด

Examples above present the correct and incorrect items of text-related problem analysis. Five examples in Item A are correct analysis of the problems because the students could identify each instance and explain why it is a problem correctly, but the three examples in Item B are marked incorrect. In Item B1, the students could name a type of problem, but the underlined instance ‘going’ does not fit into the category being explained. In Item B2 and B3, the explanations of the problems are not related to any differences between the source language and the target language, just the explanations of difficulties the students themselves as individual translators were dealing with when trying to translate those instances.

As mentioned earlier, the ability to identify text-related problems is only a step in dealing with the problems because translators need to have abilities to solve the problems as well. Therefore, this study also analyzed if the students could solve the problems they identified. If any text-related problem is marked as a ‘correct problem’, the Thai translation of the problem will be marked as an ‘appropriate solution’ or an ‘inappropriate solution’ by the researcher.

The percentages of ‘correct problems’ and ‘appropriate solutions’ at each of the three stages in three translation drafts, from the beginning to the end of the project, were analyzed quantitatively as shown in the table below.

Table 15 *Numbers and percentages of correct problems and appropriate solutions in three Learner’s Diaries*

	Diary-1 (51 answered items)		Diary-2 (48 answered items)		Diary-3 (51 answered items)	
	Correct problems	Appropriate Solutions	Correct problems	Appropriate solutions	Correct problems	Appropriate solutions
Numbers of items	33	27	33	26	36	30
Percentages	64.71%	81.82%	68.75%	78.79%	70.59%	83.33%

Note. The total number of answered items in Diary-1, Diary-2, and Diary-3 varied because not all the students submitted all three diaries.

Table 15 illustrates the numbers and percentages of text-related problems that all the students could identify correctly in each diary. In Diary-1, all the answered items were 51 and the number of items that were analyzed correctly was 33, which was equivalent to 64.71%. In Diary-2, all the answered items were 48 and the number of items that were analyzed correctly was 33, which was equivalent to 68.75%. In Diary-3, all the answered items were 51 and the number of items that were analyzed correctly was 36, which was equivalent to 70.59%. Along with the problem analysis, the students also solved each listed problem by translating it, and the results reveal that the percentages of the appropriate solutions of the correct problems in each diary were 81.82%, 78.79%, and 83.33% respectively. Figure 9 depicts the percentages of correct problems and appropriate solutions in each diary.

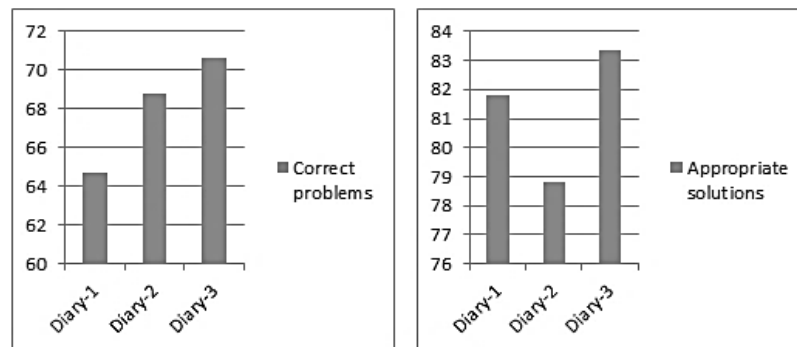


Figure 9 Percentages of correct problems and appropriate solutions in each diary

As follows from the figure shown above, the percentage of correct problem identification and the percentage of appropriate solution from Diary-1 to Diary-2 and Diary-3 gradually increased. The percentages of appropriate solutions fluctuated; however, there was a positive tendency and the average percentage was at the satisfactory level (approximately 80%). Thus, it can be explained that there was a gradual progress in the student's abilities to identify problems, from the beginning to the end of the project. The level of students' awareness with text-related problems was increasing during the process of translation, but to find appropriate solutions for the problems may require different competencies at different levels, depending on the type and the degree of difficulty of the text-related problems listed in each diary.

To understand more about the types of text-related problems and the students' abilities to solve those problems, the problems listed in each diary were categorized and presented in the following table, together with the number and percentage of appropriate solutions of correct problems.

Table 16 *Categories of text-related problems and appropriate solutions in three Learner's Diaries*

Categories of problems	Sub categories of problems	Diary-1 (51 answered items)		Diary-2 (48 answered items)		Diary-3 (51 answered items)	
		Correct problems	Appropriate solutions	Correct problems	Appropriate solutions	Correct problems	Appropriate solutions
Lexical	1. Word meaning	12	8 (66.67%)	14	8 (57.14%)	14	11 (78.57%)
	1. Word order in a NP	-	-	2	2 (100%)	1	1 (100%)
Syntactic	2. Impersonal pronoun 'it'	1	1 (100%)	1	1 (100%)	2	2 (100%)
	3. 3 rd -person pronoun & possessive adjective	3	3 (100%)	2	2 (100%)	3	3 (100%)
	4. Verb tense	1	1 (100%)	-	-	-	-
	5. Passive construction	-	-	1	1 (100%)	1	1 (100%)
	6. Derived sentence	-	-	1	1 (100%)	-	-
	7. Other forms of structure	-	-	1	1 (100%)	1	1 (100%)
	Convention - related	1. Punctuation mark	5	5 (100%)	3	3 (100%)	1
2. Marking of plurality		3	3 (100%)	3	3 (100%)	4	4 (100%)
3. Transcribing proper name		8	6 (75%)	5	4 (80%)	9	6 (66.67%)
Total number of problems and solutions		33	27 (81.81%)	33	26 (78.79%)	36	30 (83.33%)

As can be seen from Table 16, all three main categories of text-related problems, namely lexical problems, syntactic problems, and convention-related problems, were identified by the students in their diaries. To be more specific, the subcategories of the problems listed in all the diaries are varied, but it is clearly seen that the highest number of problems the students mentioned in all three diaries is the problem of ‘word meaning in context’, which is in the category of lexical problems. The second highest one is the problem of ‘transcribing proper name’, which is in the category of convention-related problems.

A closer look at the data from Table 16 reveals that the percentages of the appropriate solutions in most the subcategories were at 100%, so it means that most problems that could be identified correctly could be solved successfully at that stage. The only two problems, the problems of ‘word meaning in context’ and the ‘transcribing proper name’, were the two types of problems that could not be solved successfully at the rate of 100%. The percentages of ‘word meaning in context’ problems that could be solved were at 66.67%, 57.14%, and 78.57%. The percentages of ‘transcribing proper name’ problems that could be solved were at 75%, 80%, and 66.67%.

In sum, these two types of problems, which are ‘word meaning in context’ and ‘transcribing proper name’, were mentioned most in all diaries, and most of these two problems could be solved by the students, but some still could not. Examples of the instances with appropriate and inappropriate solutions are presented as follows:

A. The top two text-related problems, with appropriate solutions

(1) The problem of ‘word meaning in context’

ST: ‘Nowadays it is very easy to run a small business ...’

TR: ‘ทุกวันนี้เป็นเรื่องง่ายมากที่จะทำธุรกิจขนาดเล็ก...’

(2) The problem of ‘word meaning in context’

ST: ‘Forget about the future’

TR: ‘ไม่คำนึงถึงอนาคต’

- (3) The problem of ‘transcribing proper name’
 ST: ‘...vice president of marketing, Hero Me’
 TR: ‘...รองประธานฝ่ายการตลาด บริษัท ฮีโร่ มี’
- (4) The problem of ‘transcribing proper name’
 ST: ‘..., said Joshua Reeves, ...’
 TR: ‘...โจชัว รีฟส์ กล่าวว่า...’

B. The top two text-related problems, with inappropriate solutions

- (1) The problem of ‘word meaning in context’
 ST: ‘Don’t misinterpret your market’
 TR: ‘อย่าตีความหมายของการตลาดผิด’
 [‘market’ should be translated as ‘ธุรกิจ’]
- (2) The problem of ‘word meaning in context’
 ST: ‘Make sure you avoid these key startup mistakes.’
 TR: ‘ซึ่งทำให้แน่ใจว่าคุณหลีกเลี่ยงความผิดพลาดของการเริ่มต้นที่สำคัญ’
 [‘startup’ should be translated as ‘ผู้ประกอบการใหม่’]
- (3) The problem of ‘transcribing proper name’
 ST: ‘Dallas’
 TR: ‘ดอลลาส’
 [‘Dallas’ should be translated as ‘ดัลลัส’]
- (4) The problem of ‘transcribing proper name’
 ST: ‘Nabeel Mushtaq’
 TR: ‘นาบีล เมชแทค’
 [‘Nabeel Mushtaq’ should be transcribed as ‘นาบีล มุชตาค’]

On the other hand, the syntactic problems, such as the problems of ‘word order in a noun phrase’, ‘impersonal pronoun-it’, ‘3rd-person pronoun and possessive adjective’, and ‘passive construction’, as well as the problems of ‘punctuation mark’ and ‘marking of plurality’ in the category of convention-related problems, were mentioned relatively less than the problems of ‘word meaning in context’ and ‘transcribing proper name’, but when the syntactic problems were mentioned or listed, all of them could be successfully solved at that stage of translation. Here are some of the examples:

- C. Other text-related problems, with appropriate solutions
- (1) The problem of ‘word order in a noun phrase’
 ST: ‘A fast-growing company ...’
 TR: ‘บริษัทที่เติบโตอย่างรวดเร็ว...’
 - (2) The problem of ‘impersonal pronoun-it’
 ST: ‘...it is very easy to run a small business...’
 TR: ‘...Ø เป็นเรื่องง่ายมากที่จะเริ่มทำธุรกิจเล็กๆ...’
 - (3) The problem of ‘3rd-person pronoun and possessive adjective’
 ST: ‘...he or she must bring more to the table...’
 TR: ‘...พนักงานจะต้องเสนอมากกว่า...’
 - (4) The problem of ‘passive construction’
 ST: ‘It is recommended that you work on your startup part time...’
 TR: ‘ข้อเสนอแนะคือ เริ่มต้นจากธุรกิจเสริม...’
 - (5) The problem of ‘punctuation mark’
 ST: ‘..., so how can you be sure that your first employees are the right fit?’
 TR: ‘...ดังนั้น คุณจะมั่นใจได้อย่างไรว่าพนักงานคนแรกของคุณเหมาะสมกับงานนี้จริงๆ’
 - (6) The problem of ‘marking of plurality’
 ST: ‘...Reeves agreed that companies should consider the future.’
 TR: ‘...รีฟส์เห็นด้วยว่า บริษัทต่างๆควรพิจารณาถึงอนาคต’

Considering the abilities to solve the problems, or finding appropriate solutions of the problems, it can be found that the problems of ‘word meaning in context’ and ‘transcribing proper name’ could not be solved at the stage of identifying (as illustrated in items A and B above). On the contrary, the other problems, such as the problems of ‘word order in a noun phrase’, ‘impersonal pronoun-it’, ‘3rd-person pronoun and possessive adjective’, ‘passive construction’, ‘punctuation mark’ and ‘marking of plurality’ could be solved at the stage of identifying (as illustrated in item C above).

As explained at the beginning of this section, this set of data was used to explore not only the abilities at each stage of translation, but also the abilities throughout the entire process of translation. Therefore, the following is to demonstrate how successfully the students could solve the problems that they

listed at the beginning of the project. Those problems were also analyzed and tracked by the researcher in order to see if they could be solved in the final draft, which was produced after the process of collaborative editing and peer editing. The details are illustrated in the following table.

Table 17 *Numbers and percentages of text-related problems listed in Diary-1*

Text-related problems in Diary-1			
(33 instances)			
	With appropriate solutions in the individual translation draft	With inappropriate solutions in the individual translation draft	
Numbers of items and percentages	27 (81.82%)	6 (18.18%)	Problems that could be solved in the final draft 3 (50%)
			Problems that could not be solved in the final draft 3 (50%)

Table 17 illustrates the numbers and percentages of text-related problems that were correctly identified and explained when the students were doing the individual translation draft. It has been found that out of 33 text-related problems, 27 problems (81.82%) could be solved appropriately in the individual translations, the draft that they did individually. The rest of the problems, with a total of 6 problems (18.18%), were tracked by observing if those problems could be solved in the later drafts, that is, the group's first draft and the group's final draft. The results show that, from the 6 problems that could not be solved in the individual translation, 3 of them (50%) could be solved in the final draft at the end of the project and the other 3 (50%) could not.

To be more specific, the three text-related problems that could be solved and the three text-related problems that could not be solved are the same in their

types and numbers: two problems of ‘word meaning in context’ and one of ‘transcribing proper name’. The following examples show the problems that could and could not be solved in the final draft.

A. Text-related problems that could be solved in the final draft:

(1) The problem of ‘word meaning in context’

ST: ‘Make sure you avoid these key startup mistakes.’

Draft 1: ‘ซึ่งทำให้แน่ใจว่าคุณหลีกเลี่ยงความผิดพลาดของการเริ่มต้นที่สำคัญ’

Draft 3: ‘คุณก็ต้องมั่นใจว่าจะสามารถหลีกเลี่ยงความผิดพลาดที่เป็นกุญแจสำคัญของการเริ่มต้นธุรกิจ’

(2) The problem of ‘transcribing proper name’

ST: ‘..., owner of a Pirtek hydraulic hose replacement service franchise

Draft 1: ‘เจ้าของเพอร์เทค เฮาส์ รีเพลสเมนต์ เซอร์วิซ แฟรนไชส์’

Draft 3: ‘เจ้าของเพอร์เทค ธุรกิจแฟรนไชส์เปลี่ยนสายไฮดรอลิก’

B. Text-related problems that could not be solved in the final draft:

(1) The problem of ‘word meaning in context’

ST: ‘..., entrepreneurs must start off with a clear P&L and cash flow plan...’

Draft 1: ‘...ผู้ประกอบการหน้าใหม่ทั้งหลายต้องเริ่มต้นจากงบกำไร-ขาดทุนที่ชัดเจน และการไหลเวียนของเงินในธุรกิจ...’

Draft 3: ‘ผู้ประกอบการทั้งหลายต้องเริ่มต้นกับงบกำไร-ขาดทุนที่ชัดเจน และเงินหมุนเวียนในธุรกิจ...’

[‘P&L’ should be translated as ‘ประมาณการกำไรและขาดทุน’]

(2) The problem of ‘transcribing proper name’

ST: ‘Nabeel Mushtaq’

Draft 1: ‘นาบิล มัสแทค’

Draft 3: ‘นาบิล เมิชแทค’

[‘Nabeel Mushtaq’ should be transcribed as ‘นาบิล มุชตาคว’]

Based on the results, solving the problems of ‘word meaning in context’ and ‘transcribing proper name’ were problematic for the students. Even though the groups went through the process of collaborative editing, peer editing, and revising, some instances could be solved in the final drafts, but some still could not.

It appears that to solve the problems of ‘word meaning in context’ and ‘transcribing proper name’, all sub-competencies, i.e. bilingual sub-competence, extra-linguistic sub-competence, instrumental sub-competence, and knowledge about translation sub-competence, as well as strategic sub-competence, must be activated. Also, there are neither specific language forms to notice nor systematic ways to solve the problems.

Compared to the problems of ‘word meaning in context’ and ‘transcribing proper name’, the other types of problems, such as ‘impersonal pronoun-it’, ‘3rd-person pronoun and possessive adjective’, or ‘marking of plurality’ are easier to notice because they have some language forms and patterns, as well as more systematic ways to solve them.

Apart from the abilities to identify and solve text-related problems, the abilities to identify and solve text-related difficulties are also one aspect of strategic sub-competence. Therefore, during the process of translation, the students were also assigned to list text-related difficulties from their source texts and explained how they viewed and solved those difficulties. The results are demonstrated in the following part.

4.3.3 The students’ abilities to identify and solve text-related difficulties

This part aims at answering Research Question 2.2, ‘*What are the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of EFL learners’ abilities to identify and solve text-related difficulties?*’

The term ‘*text-related difficulty*’ refers to subjective transfer tasks each translator has to solve during translation process due to their own level of knowledge and competence. As EFL learners, the students were assigned to identify text-related difficulties and explain how to solve them in order to be aware of their own weaknesses.

Data is presented in two parts: (1) data collected from Learner’s Diaries and translation drafts, and (2) data collected from final presentations and interviews. The first part shows the instances that were listed in Learners’ Diaries and solved in

translation drafts, and the second part depicts the students' further explanations about how they viewed and solved the difficulties.

4.3.3.1 Data collected from Learner's Diaries and translation drafts

To explore how the students could identify text-related difficulties and solve them, one part of the students' first diaries was analyzed, in accordance with their three translation drafts, namely the individual translation draft, the group's first draft, and the group's final drafts, in order to investigate the students' progress on solving the difficulties, or instances that were difficult for them to translate, along the way from the first to the final drafts.

In the first Learners' Diary, the students were assigned to list three instances that they thought were difficult for them right after they finished the individual translation draft, and also they needed to explain why those instances were difficult for them, how they solved them, and what the Thai translations of those instances were. The numbers and percentages of text-related difficulties the students listed in their first Learner's Diary are presented in the following table.

Table 18 *Numbers and percentages of text-related difficulties listed in Diary-1*

Translation difficulties in Diary-1 (51 instances)			
	With appropriate solutions in the individual translation draft	With inappropriate solutions in the individual translation draft	
Numbers of items and percentages	27 (52.94%)	24 (47.06%)	Difficulties that could be solved in the final draft 12 (50%)
			Difficulties that could not be solved in the final draft 12 (50%)

Note. The total number of instances that all the students listed as text-related difficulties was only 51 because some students did not submit this diary.

Table 18 presents the numbers and percentages of text-related difficulties the students listed in their first diaries when they were doing the individual translation drafts. It has been found that, among 51 difficult instances, 27 instances (52.94%) could be solved in the individual translation draft, the draft that they did individually. The rest of the difficulties, 24 instances (47.06%), were tracked by observing if those difficulties could be solved in the later drafts, the group's first draft and the group's final draft. The results show that, from the 24 instances that could not be solved in the individual translation draft, 12 of them (50%) could be solved in the final draft at the end of the project and the other 12 instances (50%) could not.

To understand more about text-related difficulties that the students were dealing with and their abilities to solve them during the process of collaborative translation, types of difficulties that could be and could not be solved are illustrated in the examples below:

A. Text-related difficulties that could be solved in the final draft:

(1) Meanings of words, such as the word 'legwork'

ST: 'If you choose to go this route, a lot of the legwork has been done for you. The concept, brand, and business model are already in place; all you need is a good location and the means to fund your operation'

Draft 1: 'ถ้าคุณเลือกเส้นทางนี้ โดยมากของงานที่ใช้แรงงาน...'

Draft 3: 'หากคุณเลือกเส้นทางนี้ งานส่วนมาก...'

(2) Meanings of fixed phrases, such as the phrase 'put in place'

ST: 'No matter how good relationships may be they can come to a screeching halt when systems and agreements are not put in place'

Draft 1: '...เมื่อระบบและข้อตกลงไม่ได้ระบุไว้ในตำแหน่งนั้น'

Draft 3: '...เมื่อระบบและข้อตกลงไม่ได้เป็นไปตามนั้น'

(3) Meanings of phrase structures and sentence structures, such as the structure, 'Whether...or...'

ST: 'Whether it happens immediately following your launch or after you've been in business a few months, the ability to add someone to your staff means you're on the right track for growth.'

Draft 1: ‘ซึ่งจะเกิดขึ้นทันทีที่เริ่มหรือหลังจากประกอบกิจการเพียงไม่กี่เดือน...’

Draft 3: ‘ไม่ว่าจะเกิดขึ้นทันทีที่เริ่มหรือหลังทำธุรกิจเพียงไม่กี่เดือน...’

(4) Pronoun reference such as the pronoun ‘it’

ST: ‘Use social media to spread the word about your new company.

You can even use it as a promotional tool; for example, you can write on your company's Facebook page that the first 25 people to "Like" it will receive a coupon when you officially launch.’

Draft 1: ‘คุณสามารถเขียนบนหน้าเพจเฟซบุ๊กของบริษัทคุณว่า 25 คนแรกที่ถูก
ถูกใจข้อความของคุณ จะได้รับคูปองฟรี เมื่อเปิดตัวอย่างเป็นทางการ

Draft 3: ‘...คุณสามารถเขียนบนหน้าเพจเฟซบุ๊กของบริษัทคุณว่า 25 คนแรกที่ถูก
ถูกใจ it จะได้รับคูปองฟรี เมื่อเปิดตัวอย่างเป็นทางการ’

(5) Transcribing proper name, such as a person’s name,

ST: ‘Jessica Reinhart’

Draft 1: ‘เจสสิกา เรนฮาร์ท’

Draft 3: ‘เจสสิกา เรนฮาร์ท’

B. Text-related difficulties that could not be solved in the final draft:

(1) Meanings of words, such as the word ‘calls’

ST: ‘Reference calls can be hard because some people don’t reveal the candidate’s weaknesses.’

Draft 1: ‘การตรวจสอบประวัติการทำงานเพียงอย่างเดียวอาจจะยาก เพราะผู้สมัครบาง
คนไม่แสดงออกถึงข้อเสียของตนเอง’

Draft 3: ‘การเรียกตรวจสอบประวัติการทำงานเพียงอย่างเดียวอาจจะเป็นไปได้ยาก
เพราะผู้สมัครบางคนไม่แสดงออกถึงจุดอ่อนของตนเอง’

[‘calls’ should be translated as ‘การโทรเช็ค’]

(2) Meanings of fixed phrases, such as the fixed phrase ‘set the tone’

ST: ‘Your first hire will set the tone for the rest of your team.’

Draft 1: ‘การจ้างงานครั้งแรกของคุณจะปูพื้นให้กับส่วนที่เหลือในทีมของคุณ’

Draft 3: ‘การจ้างงานครั้งแรกของคุณจะกำหนดคุณสมบัติหลักสำหรับส่วนที่เหลือใน
ทีมของคุณ’

[‘set the tone’ should be translated as ‘สร้างบรรยากาศในการทำงาน’]

- (3) Meanings of phrase structures or sentence structures, such as the structure, ‘..., noting that...’

ST: ‘Johnson agreed, noting that behavior assessments and screening services can give you even greater insight into a candidate's background and history.’

Draft 1: ‘จอห์นสันเห็นด้วยว่า ฝ่ายประเมินพฤติกรรมและฝ่ายคัดเลือกบุคลากร ไม่สามารถทำให้คุณรู้สึกถึงภูมิหลังและประวัติของผู้สมัครได้อย่างถ่องแท้เลย

Draft 3: ‘จอห์นสันเห็นด้วย ๐ ว่า ฝ่ายประเมินพฤติกรรมและฝ่ายคัดเลือกบุคลากร สามารถทำให้คุณเข้าใจถึงภูมิหลังและประวัติของผู้สมัครเพิ่มขึ้นได้’

[‘P&L’ should be translated as ‘และกล่าวเสริมว่า’]

Data on the text-related difficulties above reveals that the difficult instances the students had to deal with at the beginning of the project include (1) meanings of words, fixed phrases, phrase structures, and sentence structures; (2) pronoun references; and (3) transcribing proper names. However, at the end of the project, after they had spent their time editing, revising, and collaborating with their friends within their own groups and with another group, the difficulties on translating pronoun references and transcribing proper names could be solved. What remained unsolved were the difficulties in the categories of interpreting and transferring meanings of words, fixed phrases, structures of phrases, and structures of sentences.

In summary, the results from the analysis of the students’ abilities to identify and solve text-related problems and text-related difficulties, based on the data from the students’ diaries and translation drafts can be explained that comprehension and re-expression of meanings of words, fixed phrases, structures of phrases, and structures of sentences is the most difficult tasks for the students to handle. Another difficult task is transcribing proper names. On the other hand, other problems or difficulties that have a more systematic way to deal with, such as pronoun reference, passive construction, punctuation marks, or marking of plurality, are not considered problematic in their translation.

4.3.3.2 Data collected from final presentations and interviews

Data from the final presentation of each group and the interview transcripts reveals the students' ideas on how they viewed and solved text-related difficulties in their translations. The data obtained in this section has confirmed the data from the Learner's Diaries and the translation drafts in the previous section that collaboration in the process of editing, both collaborative editing and peer editing, as well as the process of revising within their groups, supported them in identifying and solving various types of text-related difficulties.

Every group reported that they benefited from the collaboration within their groups and among groups because both types of editing helped them learn what they misunderstood or overlooked about the comprehension and re-expression of some elements in the source text.

For instance, in the step of collaborative editing, students worked together in their own groups to check their group's first draft and revise it (see Excerpts 1-3).

Excerpt 1

ทุกคนช่วยกันค่ะตอน edit งาน เราเข้าไปอ่านงานเพื่อน เห็นว่าอันนี้แปลกๆ นะ ก็ทักเพื่อนไป หรือในส่วนที่หนูแปล บางทีหนูก็ถามเพื่อนว่า อันนี้โอเคไหม 1c คำก็จะชอบเสนอคำแปลกๆ ใหม่ๆ มาให้ค่ะ

We worked together to revise our draft. We read our friends' translation parts, and when I thought something sounded strange, I told them. In my own part, I sometimes asked my friends if this part or that part was okay. 1c usually came up with new, unexpected words for us.

(Interview, 1a*)

* In the interview data, a student was referred to by a coding system according to the group numbers (1-6) and the individual students (a-d). For example, '1a' represents Student A in Group 1, and '1b' represents Student B in Group 1.

Excerpt 2

พอเอางานมารวมกัน ก็ช่วยกัน edit ครั้งแรก ก็ผิดเยอะอยู่ เราก็ช่วยกันแก้ แล้วก็
เอาไปดูว่าตรงไหนที่ยังไม่เคลียร์จากต้นฉบับ

After we compiled individual translation drafts into a single draft, we helped each other edit it. There were a lot of errors, and we worked together to correct them. Then we compared the translation with the source text again to find out which parts were still not clear.

(Interview, 3a)

Excerpt 3

2a เป็นคนตรวจดูตัวสะกดค่ะ หนูจะช่วยเรื่องดูคำแปล ... หนูมาเจอ 2a เขียนพวก
ชื่อเฉพาะออกมาแบบแปลมาหมดเลย ก็เลยต้องมานั่งแก้กัน แล้วอธิบายว่า อันนี้
ไม่ใช่เนะ เป็นชื่อเฉพาะห้ามแปล

2a was the one who checked word spelling and I helped with meaning transfer. ... I found that 2a translated proper names so we needed to change them, and I also explained the reason to her.

(Interview, 2b)

In the step of peer editing, the students worked with another group who translated the same text to give comments and explain why their peer groups needed to revise those elements in their translations (see Excerpts 4-7).

Excerpt 4

ตอนนั้นแหละ จะเห็นว่าพวกหนูเข้าใจผิดไปเยอะมาก ... เพื่อนอีกกลุ่มช่วยแนะนำ
ค่ะ แล้วพวกเราก็เข้าใจขึ้น พวกโครงสร้างประโยค แล้วก็คำที่มีหลายความหมาย
วลี สำนวน

We had misunderstood a lot. ... Friends in the other group gave us comments so that we understood more about sentence structures, words with multiple meanings, phrases, and expressions.

(Interview, 2b)

Excerpt 5

เราก็ไปถามน้อง [กลุ่มที่คู่กันในกิจกรรม peer editing] ว่าทำไมแปลแบบนี้
 อย่างเช่นที่เป็นชื่อคนนะค่ะ ก็แปลไปตามความเข้าใจก่อน น้องเค้าก็อธิบายว่า
 ไปหามาจากเว็บนี้นะ ก็ขอบคุณน้องเค้า

We asked them [their peer-editing partner group] why they did like that. For example, we transcribed people's names as we thought they should be, but they explained that we should search from this website. And we thanked them.

(Interview, 4a)

Excerpt 6

ตอนนั้นเหมือนเราก็มั่นใจว่าเราถูกแล้ว พอ 6a ท้วงมา อย่างคำทับศัพท์นะค่ะ 6a ก็
 ชอบใช้คำทับศัพท์ เช่น 'logistics' 'idea' หรือคำว่า 'brand' นะค่ะ พวกหนูก็จะ
 ใช้คำว่า 'ตราสินค้า' แต่กลุ่ม 6 บอกว่า น่าจะใช้ 'แบรนด์' ดีกว่า เพราะยังใ้ผู้อ่าน
 ก็ต้องรู้อยู่แล้ว

[For some elements,] we were pretty sure that we were correct, but 6a mentioned them, like transliterated words. 6a used them more, such as the words 'logistics', 'idea', or 'brand'. My group members wanted to use the word 'ตราสินค้า', but Group 6 said using the word 'แบรนด์' was better since readers would understand this word.

(Interview, 5a)

Excerpt 7

ถ้าไม่ได้คุยกับกลุ่ม 5 ผมคงไปไกลมาก อย่างเช่นคำว่า 'sustain' เรามีปัญหาคำนี้
 อยู่ แล้วเราก็ไม่รู้ว่าจะใช้คำว่าอะไรดี พอได้คุยกัน เลยได้ไอเดีย ได้มาช่วยกลุ่มเรา
 พอดี เหมือนส่วนอื่นๆ หลากๆ ส่วน ตอนแรกเราก็แปลของเราแล้วคิดว่าโอเคแล้ว
 แต่พอได้ไอเดียกลุ่มนี้มา ช่วยให้งานดีขึ้นเยอะเลยครั้บ

If we hadn't worked with Group 5 in editing, we would have gone too far, such as the word 'sustain'. We had had a problem with this word, but after the discussion, we got the idea to help our group. In other parts, we thought we did it okay, but the ideas from the other group helped improve our translation a lot.

(Presentation, 6a)

In sum, from the final presentations and the interviews, the students mentioned that text-related difficulties that could be found and solved during the process of editing and revising include:

1. Translators chose incorrect meanings of words, phrases, or fix phrases.
2. Translators failed to understand structures of phrases, clauses, or sentences.
3. Translators wrongly transcribed a person's name, especially non-English ones.
4. Translators translated a company's name, instead of transcribing them.
5. Translators accidentally omitted some elements in the source text.
6. Translators did not convey phrases, clauses, or sentences smoothly.
7. Translators did not translate subtopics using a parallel structure.
8. Translators translated business terms, instead of transcribing them.
9. Translators used inappropriate degrees of formality in the same text.
10. Translators misspelt words.
11. Translators misplaced paragraphs.

It is obvious that the data in this section is consistent with the instances or elements that were listed in the Learner's Diaries and found in their translation drafts.

Apart from solving the text-related difficulties, data from the final presentations and the interviews shows that the students learned how to exchange ideas with others from both the collaborative editing and peer editing, and they also valued what they learned from collaboration (see Excerpts 8-9).

Excerpt 8

อีกอย่างที่ได้มากมาย คือ เรียนรู้เรื่องการแลกเปลี่ยนความคิดเห็นกันภายในกลุ่มและ
กับเพื่อนกลุ่มอื่น

One important thing we got from this project is that we learned about exchanging ideas within groups and with other groups.

(Presentation, Group 2)

Excerpt 9

ปกติหนูก็แปลไปตรงๆ ไม่มีคนมาตรวจทานให้ ทำครั้งเดียวก็ส่งไปเลย ส่วนอันนี้ อาจารย์มีเวลาให้คุยกันในกลุ่ม และที่ช่วยได้มากคือ มีให้ไปคุยกับกลุ่มอื่น ทำให้เรามีความคิดใหม่ๆ และเข้าใจได้ดีมากขึ้น

Normally, I do translation tasks by myself without anyone reviewing my work. I do my translation and submit it right away without editing it. But in this project, you provided time for us to discuss it in class, and what really helped me was discussing with another group. We then got new ideas and understood the text better.

(Interview, 5a)

In conclusion, it can be stated that the process of editing and revising within groups and with classmates contributed to their learning. It helped the students identify elements that are problematic for them, and they also learned how to exchange ideas and collaborate with each other to improve their translations.

All the data above in this section, from the Learner's Diaries, the translation drafts, the final presentations, and the interviews, depicts the nature of text-related difficulties, how well the students solved them, and how the process of editing and revising as a part of collaboration contributed to their translations when they dealt with those difficulties.

As mentioned previously, the abilities to deal with text-related problems and text-related difficulties are essential in producing a quality translation, but to be successful in completing a group project also requires abilities to conduct the project and deal with the performance-related difficulties, or the difficulties that arise from some working conditions. The details on how the students did the project and handled the performance-related difficulties are elaborated in the following part.

4.3.4 The students' abilities to identify and solve performance-related difficulties

This part aims at answering Research Question 2.3, *'What are the effects of the implementation of the Collaborative Project-based Learning Module for*

translation training on the development of EFL learners' abilities to identify and solve performance-related difficulties?'

The term '*performance-related difficulty*' refers to subjective transfer tasks each translator has to solve during translation process due to their specific working conditions. The following explains the nature of the text-related difficulties and how the students dealt with them.

Data on the students' abilities to identify and solve performance-related difficulties was collected from three Learner's Diaries from the beginning to the end of the project, and also the groups' final presentations and the individual interviews at the end of the course. This section elaborates two main parts (1) the students' abilities to conduct translation project; and (2) the students' abilities to identify and solve performance-related difficulties. The first part portrays a description on what and how they did the project from the beginning to the end of the project so that their performance-related difficulties can be clearly understood in the second part.

4.3.4.1 The students' abilities to conduct the project

To understand the students' abilities to conduct their own translation projects, each stage of the project will be explained to show what and how the students did step by step, from planning the project, carrying on the project, and assessing translation process and translation drafts, and also what the students learned from this project, especially in terms of collaboration with each other.

Stage 1: Planning the project

After the project orientation, the students started the project in the stage of planning, consisting of the steps of grouping, source text selection, writing a working plan, allocating tasks for individual translation, doing text analysis, creating and updating a web-based project portfolio, and making the group's first presentation.

1. Grouping

The class was divided into six groups, so there were three groups of three students and three groups of four. They were allowed to form a group by themselves.

2. *Source text selection*

Source texts were given to the students to choose the topic they liked. There were three different articles and six groups, so two groups got the same source texts.

3. *Writing a working plan*

Each group's working plan was written, based on the schedule and the instructions provided in the project manual. Some groups added more details to facilitate their work, but some just used the schedule without adding anything.

4. *Allocating tasks for individual translations*

The source texts were divided into 3 or 4 parts, according to the number of members in each team.

From the diaries and the interview data, the students reported that they tried to allocate the translation work equally, but for some groups, the allocation was also based on members' preferences and abilities.

5. *Doing text analysis*

The topics for the presentation include four extratextual factors and two intratextual factors, and also analysis of three text-related problems and three text-related difficulties.

None of the groups finished text analysis in class, so they continued it later after this class session. However, the following class was planned for creating a web-based project portfolio, so they could continue discussing their text analysis at the end of that session.

6. *Creating and updating a web-based project portfolio*

A web-based project portfolio was set to be a learning tool, and there was a tutorial session for the students to create their own groups' portfolios.

Every group mentioned that one student in each group was assigned to be the responsible person to manage and update information onto their portfolios. The figure below illustrates examples of the students' project portfolios.

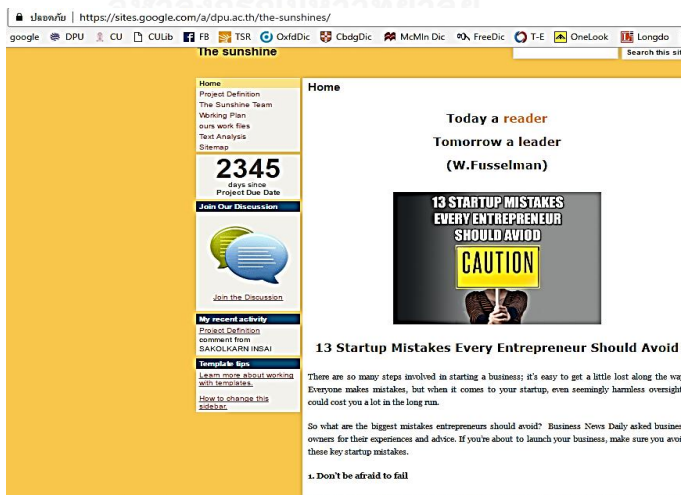
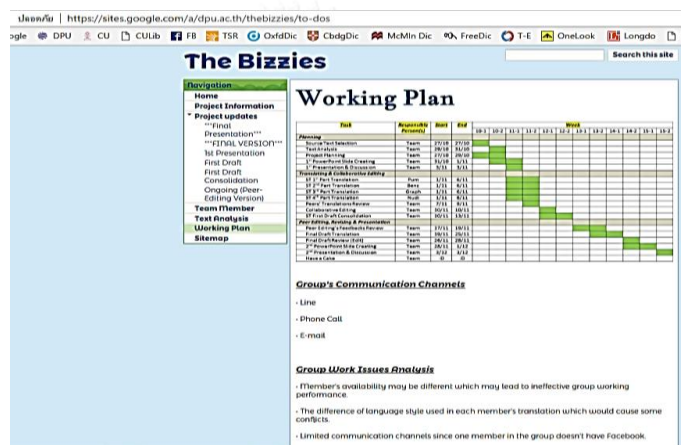


Figure 10 Examples of the students' web-based project portfolios

7. Making the first presentation

In the first presentations, each group presented their work in the first stage, including the working plan and the information from text analysis of their translations. They also presented their group's portfolios.

It is noticeable that the seven steps above in the planning stage were specified in detail by the teacher, and also they were relatively simple tasks compared to other steps that follow in the next stages, so in the first stage every group followed the instructions and no difficulties were reported.

Stage 2: Carrying on the project

This stage consists of the steps of doing the individual translation draft, collaborative editing and producing the group's first draft, and reminding members to submit the work by due date.

1. Doing the individual translation draft

Members in each group spent their own time outside class translated a part of the source text that was assigned to each individual student.

The students were instructed to do the translation by themselves. However, data from the diaries and the interviews reveals that a few students asked for some help from their friends when necessary. For example, 1c who was a university basketball player and needed to participate in a series of matches during that time reflected in her diary that the difficulty she had was time management as she couldn't finish the task assigned by her group, but the difficulties could be solved thanks to her group members' support. This is in line with 1a who reported in her diary that she tried to finish her own part first so that she could help her group member. Moreover, 1C mentioned that she was sorry for causing this problem and learned that it is necessary to do assignments as soon as she had free time.

2. Collaborative editing and producing the group's first draft

One class session was assigned for collaborative editing. In this step, individual translation drafts of members in each group were compiled to be the group's one single draft, and after the editing within the group, they had to post their group's first draft onto their portfolios.

Members in each group worked together in class to edit their own translation drafts. Each group had different ways of discussing and revising their drafts. For example, Group 1 compiled their individual drafts before class and spent their free time before class reading and discussing them together, so they spent class time read their own group drafts again and revised them. Group 4 also compiled the drafts and managed to set the layout to be the same as the source text before class but did not read it. It seems fair to suggest that although the guidelines were provided, the students managed to perform the tasks in their own ways.

Most groups said this step was the most difficult one. The reasons are varied. For instance, Group 5 revealed that when doing the individual translation drafts, their group members only paid attention to the parts of the source text they were assigned to, so they did not quite understand the content in other parts in the source text (see Excerpt 10).

Excerpt 10

ตอนเอางานมารวมกันเป็น first draft เพราะตอนที่เราแยกกันไปแปล เราก็ไม่ค่อยได้อ่านของเพื่อน เวลาเราจะไปแก้ของเพื่อน เราก็ไม่เข้าใจมากพอ
 [It was the most difficult part] when we compiled all the drafts together because when we did individual translations, we didn't read the other parts much. When we revised our friends' part, we didn't understand it clearly.

(Interview, 5a)

Some students also mentioned in their diaries that what they learned from this step was how to perform translation task as a team, stating that they should have read the whole source text carefully before starting to translate their own parts.

Furthermore, two groups reported that collaborative editing, or compiling the translations assigned to group members, was a difficult step. Group 1 reported that they spent a lot of time revising this draft due to different levels of language formality used by each member (see Excerpt 11). Group 2 explained that some members could not do their own individual drafts well due to their low language

proficiency, so all members needed to work hard trying to understand the translations and reread the source text carefully again, in order to revise those parts (see Excerpt 12).

Excerpt 11

พวกเราสามคน จะมีสำนวนที่แตกต่างกันไปคนละทาง แล้วกว่าจะมารวมกันได้ มันใช้เวลานานค่ะ

We all had different styles of writing. It took a lot of time to compile the drafts to be one draft later.

(Interview, 1a)

Excerpt 12

ปัญหาปวดหัวเลยคือ ตอนเอา individual draft มารวมกันค่ะ บางทีต้องมานั่งถามกันว่าประโยคนี้อันไหนแปลมาจากต้นฉบับตรงไหน เพราะแปลมาอย่างงงๆ

It was a headache when we combined individual drafts together. Sometimes we must ask each other where the sentences were from since some of our translation parts were very hard to understand.

(Interview, 2b)

The available evidence seems to point out that the students learned two important skills from this step: working as a translator and working as an editor in a translation project. As a translator, they learned that they needed to understand the whole source text before starting their own translation parts. As an editor, they learned how to be in charge of revising translation drafts from different translators in the team.

Every group managed to finish this draft after class time. Then, the person in charge in each group posted this draft onto their own group's portfolios.

3. Reminding members to submit the work by due date

Data from the diaries and the interviews indicates that each group had one person who was in charge of reminding their group members to submit assignments by due dates. Also, the students used a variety of communication channels, Line or Facebook Messenger, and sometimes a phone call, to contact each other when they

needed to remind their group members to submit their work as part of the team project.

Stage 3: Assessing translation process and translation drafts

This stage consists of the steps of peer editing, making the final draft, and preparing and making the final presentation.

1. Peer editing

In the peer-editing class session, two groups who got the same source text were paired up to do reciprocal editing. They took turn to give comments to each other. Translation drafts of their peer's group could be downloaded from the group portfolios.

Data from the diaries and the interviews reveals that some groups strictly followed the instructions by reading their peer's work before class, with highlights and notes, while others did not. Therefore, at the beginning of the class, when the researcher observed that some groups were not ready for the editing, the original schedule was adjusted by providing extra time for each group to prepare themselves before the editing session. At the end of the project, the students reported that the peer-editing activities supported them to a great extent in solving various text-related problems and difficulties. They helped each other with both comprehension and re-expression of elements in the source text. Difficulties in meanings of words and structures, as well as convention-related ones, for example, how to transcribe proper names, or whether to transcribe business terms or translate them, were discussed and solved in this session. The students also gave comments on layouts and typos. Examples are shown in Excerpts 13-16.

Excerpt 13

แล้วก็ก็มีที่ภาษายังไม่ค่อย smooth เพื่อน [กลุ่ม 2] ก็ปรับให้

We had some elements that were not very smooth, so they [Group 2] revised those for us.

(Interview, 1a)

Excerpt 14

ตอนนั้นแหละ จะเห็นว่าพวกหนูเข้าใจผิดไปเยอะมาก ... เพื่อนอีกกลุ่มช่วยแนะนำ
ค่ะ แล้วพวกเราก็เข้าใจขึ้น พวกโครงสร้างประโยค แล้วก็คำที่มีหลายความหมาย วลี
สำนวน

We had misunderstood a lot. ... Friends in the other group gave us
comments so that we understood more about sentence structures,
words with multiple meanings, phrases, and expressions.

(Interview, 2b)

Excerpt 15

กลุ่มพี่เค้าคอมเมนต์ตรงที่เราแปลไม่ครบค่ะ ... ของพี่เค้าจะพิมพ์ผิดสะกดผิด มีพิมพ์
ย่อหน้านี้สลับกับอีกย่อหน้าค่ะ พวกหนูเจอก็ทักไป

They gave comments on some elements that we missed out They
had problems of typos and misplaced paragraphs, so we told them
what we found.

(Interview, 3a)

Excerpt 16

[บางประเด็น] ตอนนั้นเหมือนเราก็มั่นใจว่าเราถูกแล้ว พอ 6a ทั่วมา อย่างคำ
ทับศัพท์นะคะ

[For some elements,] we were pretty sure that we were correct, but
6a mentioned them, like transliterated words.

(Interview, 5a)

Apart from solving text-related difficulties, another advantage of the peer editing is that the students learned to give feedback on other's work and also learned to respond to feedback from others, especially from those who they were not familiar with. The students reported that they realized the value of editing (see Excerpts 17-19).

Excerpt 17

อีกอย่างที่ได้มากๆ คือ เรียนรู้เรื่องการแลกเปลี่ยนความคิดเห็นกันภายในกลุ่มและ
กับเพื่อนกลุ่มอื่น

A very important thing we got from this project is that we learned about exchanging ideas within our groups and with other groups.

(Presentation, Group 2)

Excerpt 18

แรกๆ ก็เกร็งค่ะ คือหนูไม่รู้จักพี่เค้าเลยนะ พอหลังจากคาบนั้น ก็เลยได้รู้จักกัน

At the beginning, we felt uncomfortable as I hadn't known them [the senior classmates in Group 4] before. And after that session, we have known each other.

(Interview, 3a)

Excerpt 19

ช่วงต้นๆ เพื่อน [กลุ่ม 5] ยังเกร็งๆ แต่ยังดีที่เพื่อนกล้าคอมเมนต์ ... มีหลายประเด็นที่หลังจาก peer editing ก็ส่งไปถามกันในไลน์เพิ่มเติม แต่ก็ไม่บ่อยครับ ไม่อยากกวนเพื่อน

At first, they [Group 5] felt unease but managed to give comments to my group. ... There were several points that we discussed after the peer-editing session. We asked questions via our Line group, but that wasn't often. I didn't want to bother them too much.

(Interview, 6a)

More importantly, when providing comments or suggestions, the students were committed to their responsibility. The student editors did not just tell what they thought was correct, but they gave detailed explanations of instances in questions (see Excerpts 20-22).

Excerpt 20

4c อธิบายว่า อันนี้เป็น adjective มาขยายอันนี้นะ ต้องแปลแบบนี้

4C explained that this word was an adjective and it modified another word, so it had to be translated like this.

(Interview, 3a)

Excerpt 21

หนูก็บอกน้อง [กลุ่ม 3] ว่า หัวข้อต้องแปลให้มัน parallel กัน เพราะอาจารย์เคยสอนมา

I told them [Group 3] that subtopics must be translated in a parallel format as the teacher had taught us in class.

(Interview, 4a)

Excerpt 22

[หรือคำว่า ‘brand’ นะคะ] พวกหนูก็จะใช้คำว่า ‘ตราสินค้า’ แต่กลุ่ม 6 บอกว่าน่าจะใช้ ‘แบรนด์’ ดีกว่า เพราะยังงั้นผู้อ่านก็ต้องรู้อยู่แล้ว

[For example, the word ‘brand’,] my group members wanted to use the word ‘ตราสินค้า’, but Group 6 said using the word ‘แบรนด์’ was better since readers would understand this word.

(Interview, 5a)

Another clear example was two paired groups, Group 5 and Group 6, who took longer time than other paired groups to do peer editing, could not finish the editing in class. As a result, Group 5 sent the rest of their comments online to Group 6 after class (see Excerpt 23).

Excerpt 23

5a เค้าส่งมาเพิ่มหลังจากวันนั้น เลยได้จนจบเลยครับ ... เราส่งไฟล์กันทางไลน์ครับ

5a sent me the file right after the editing day, so we could get the rest of the comments [for the part that we hadn’t finished in class]. ...

We sent the file via Line.

(Interview, 6a)

It is also interesting to learn that although the two groups who were paired up to do the editing translated from the same source texts, those who received comments did not just use every word, expression, or comment from their counterpart. For example, Group 5 and Group 2 whose all members got the pretest scores lower than the mean scores explained that they brought the suggestions into consideration and discussed in their groups again as how to use them (see Excerpts 24-25).

Excerpt 24

คือเราไม่ได้ก็อปคำมา แต่เราก็ต้องมาทำความเข้าใจ และคิดว่าจะมาใช้ว่าอย่างไรดี
 We didn't copy their [Group 6's] words, but we tried to understand them first and considered which words we should use.

(Interview, 5a)

Excerpt 25

แต่ไม่ได้ใช้ [คำที่กลุ่ม 1แนะนำให้] ทั้งหมด ก็มาคิดว่าเราจะปรับมาใช้กับของเรายังไง
 We didn't use them [the words from Group 1] all. We thought how to adjust those words to use in our translation.

(Interview, 2b)

2. Making the final draft

One class session was given to the students to revise their own translations and produce the final drafts, so each group worked together again in class to revise their own translations. The draft was due seven days after the class session, so that the students had enough time to revise them in their own time before submitting it. Data from the interviews reveals that none of them finished the final drafts in class. However, they had their own way to finish this draft. Group 1 worked together to revise it before this class (see Excerpt 26). Group 3 and 5 spent their time in the evenings to try to finish it (see Excerpts 27-28). Group 2 made an appointment with all members to work together a few days just before the submission (see Excerpt 29). Group 4 and 6 used online communications to send their work to one another (see Excerpts 30-31).

Excerpt 26

พวกหนูทำกันมาก่อนแล้วรอบนึงค่ะ แล้วในคาบก็มาอ่านใหม่และเขียนใหม่อีก
 รอบนึง

We revised it once before class, and in class we took the draft to reread and write it down again.

(Interview, 1a)

Excerpt 27

ช่วงกลางวันที่ว่าง จะไปทำที่ lab ตึก 6 ก็เต็ม พวกหนูก็เลยต้องไปทำต่อที่หอตอนเย็นๆ ค่ำๆ

During the break, the computer lab at Building 6 was full, so we went to work at my dorm in the late evening.

(Interview, 3a)

Excerpt 28

ส่วนมากเป็นตอนเย็นหลังเลิกเรียน และถ้ามีคาบไหนว่างๆ ก็นัดกันมาคุย

[We worked together] most of the time in the evening and when we were available during the break.

(Interview, 5a)

Excerpt 29

หลังจากคาบนั้น พวกเราไม่มีเวลา ต้องออกค่าย ต้องเตรียมงานพวกนี้ หนูจะมาเริ่มทำต่อก็ตอนใกล้ๆ จะส่งแล้ว ... มานั่งรวมกันช่วยกัน มานั่งกันหน้าทรู ช่วยกันคิด แล้วหนูก็รับหน้าที่ไปพิมพ์ให้

Right after that session, we didn't have much time since we needed to prepare for a summer camp. So we continued to do it just before the due date. ... We all sat together in front of True Coffee and helped brainstorm. Then I was the one who took it home to type.

(Interview, 2b)

Excerpt 30

4c เค้าช่วยเอาไปดูให้ เสร็จแล้วก็ให้หนูไปพิมพ์ แต่หนูเป็นคนชอบพิมพ์อะไรตกๆ หล่นๆ เลยต้องส่งให้ 4c ดูอีกรอบนึง

4c volunteered to finish it at home and sent it to me to type. But I usually make typos, so I sent it back to her to recheck.

(Interview, 4a)

Excerpt 31

ดร่าฟต์นี้ไม่ค่อยได้ใช้เวลามากนักครับ ... อาจจะทำให้เห็นว่าแก้กันมาหลายรอบแล้ว ... ผมบอกให้เพื่อนส่งมาวันศุกร์เลย ผมก็อ่านทวนอีกรอบ แล้วก็โพสต์

We didn't spent much time on this draft. ... My group members might think we had revised it for several times already. ... I told them to submit the feedback to me on Friday. Then I reread it and posted it.

(Interview, 6a)

This draft was the only draft that would be evaluated and scored by the instructor, and also it was almost the end of the semester, the time when they are usually busy with assignments from other courses as well; therefore, performance-related difficulties seemed to be more obvious for some groups. For example, Group 2 and 6 mentioned that they had a problem of time management in this step. Group 6 reported about an issue of commitment from some members (see Excerpts 32-33).

Excerpt 32

หนูเริ่มมาทำต่อก็คือตอนสามสี่วันใกล้ๆ จะส่งแล้ว มานั่งรวมกันช่วยกัน เพราะงานวิชาอื่นก็เยอะด้วย

We continued to revise from what we had done in class a few days before the due date because we also had assignments due from other courses as well.

(Interview, 2b)

Excerpt 33

หลังจากคาบนั้น ก็ค่อนข้างเงียบๆ กันไปนะครับ อาจจะทำให้แก้มันมาหลายรอบแล้ว ... ช่วงนี้งานอื่นๆ จะโถมเข้ามาเหมือนกัน ... เพื่อนบอก อันนี้ผมแก้มาแล้ว ไม่เป็นไรแล้วมั้ง

After the class session, we were pretty quiet, probably because we thought we had revised it for several times. ... And at that time, there were other assignments due. ... My group members said I had already revised it so it should be okay.

(Interview, 6a)

The details about performance-related difficulties, both time management and commitment will be elaborated in item 4.3.4.2.

3. *Preparing and making the final presentation*

No class session was given to this step, so the students in each group had their own ways of brainstorming and compiling data for the final presentation.

The topics for the presentation assigned by the instructor include three most interesting translation problems, five most interesting translation difficulties, analysis of the group's work process: challenges and solutions and what they learned from this project, and presentation of their portfolios.

Data from the interviews indicates that information from the final presentations was taken from Learner's Diaries of group members, and also they had group discussions about the analysis of group work process. They helped each other compile information needed, and one person in each group was in charge of completing the slides for the presentations, except Group 6, which had an issue of commitment and responsibilities from their members. Only 6a did the task because the other three members failed to submit the data as requested (see Excerpt 34).

Excerpt 34

ผมขอให้เพื่อนส่ง problems กับ difficulties มา เพื่อนบางคนบอก ยังไม่ได้ทำเลย บางคนยังเคยไม่ได้ส่งไดอารีเลย ... ผมเลยลองดึงจากไดอารีของตัวเองมา แล้วก็มา brief กับเพื่อนในห้องก่อนพรินต์ในคาบ

When I asked the members to send me information about translation problems and difficulties, some said they had never done the analysis, and some said they had never submitted any diaries. ... Finally I took some points I had written in my diaries and briefed with my group members just before the presentation session started.

(Interview, 6a)

More details about performance-related difficulties on commitment will be elaborated in the next section.

Apart from all above performance-related difficulties, in Learner's Diary Part 3 that asked the students to reflect on difficulties during the project, some students mentioned difficulties caused by understanding the source text or conveying some elements into Thai naturally. Difficulties related to their lack of

knowledge about business were also reported. When being asked how they solved those difficulties, they reported that some difficulties could be solved by themselves, with the use of different translation resources, some by their peers' suggestions, and some were too difficult for them to solve even at the end of the project.

On the basis of the evidence currently available, it seems fair to conclude that a variety of abilities were enhanced from this project. First of all, as individual translators, the students became more aware of their weaknesses from reflecting on problematic elements they could and could not solve, and also they learned how to solve them. Secondly, the students learned from performing the roles of a translator in a team project and the roles of an editor who is in charge of revising drafts from members of the translator team. Thirdly, the students learned to identify difficulties related to particular working conditions, such as time management and also how to solve them. More importantly, they learned about discussing and sharing ideas, as well as listening to other's ideas that were different from their own. Above all, the students learned about the value of helping each other in order to achieve a common goal.

Based on the results from this part, it can be summarized that the students were engaged when they worked together in a collaborative team project. Most of them were committed to their responsibilities and to help each other for the success of their team projects.

The next section explains in detail the performance-related difficulties related to group work process, or performance-related difficulties, that the students had and also elaborates how they dealt with those difficulties.

4.3.4.2 The students' abilities to identify and solve performance-related difficulties

This section discusses further investigations on performance-related difficulties. These difficulties arose from some specific working conditions when the students worked together in conducting translation projects. The three main

difficulties the students reported involve time management, disagreement, and commitment.

1) *Time management*

Data from the diaries, as well as from the transcripts of the final presentations and the semi-structured interviews reveals that the most common problem for the students when they were working as a group was the problem of time management. The students clearly explained that the amount of time provided for each step was fine, but it was difficult for them to set a face-to-face meeting outside class time to work together. However, each group had their own ways and supporting reasons for solving the same difficulty (see Excerpts 35-40).

Excerpt 35

เราเรียนด้วยกันแต่เวลาร่างของเราไม่ตรงกัน เราต้องหาเวลามาคุยกันต่อหน้า เพราะถ้าพิมพ์คุยกัน เราจะคุยกันไม่รู้เรื่อง ส่วนมากก็จะเป็นหลังเลิกเรียนค่ะ
We studied together, but we had different class schedules and free time. Therefore, we needed to find time to meet face-to-face because we couldn't discuss by online chatting. Most of the time, we met after class in the evening.

(Presentation, Group1)

Excerpt 36

เราพยายามปรับและนัดเวลาของทุกคนให้พอดีกัน ถ้ามีคนที่ไม่สะดวกจริงๆ จะให้แสดงความคิดเห็นหลังจากที่สะดวกแล้ว เพื่อลดความขัดแย้งด้านความคิดเห็นจากการที่บางคนขาดประชุม

We tried to adjust and find time for a meeting when everyone was available. For those who couldn't really come, they had to give opinions later. It was because we wanted to have equality in group working. Everyone had a chance take a look at the work and that reduced disagreement when someone didn't join the meeting

(Presentation, Group2)

Excerpt 37

มีเวลาว่างไม่ตรงกันค่ะ ... พอสองคนว่างก็เลยช่วยกันทำงานไปก่อน พออีกคนมาก็ถามเค้าว่า ตรงนี้โอเคไหม เราได้ฝึกวางแผนและทำงานเป็นทีม

We had different periods of free time. ... Two members who were free did the task before. Later on, when the other member could join, we asked her if our decisions were okay or not. At the end, we learned how to plan and work together as a team.

(Presentation, Group 3)

Excerpt 38

วิชาอื่นเราเรียนคนละกลุ่มกันค่ะ เวลาว่างไม่ตรงกัน เราเลยตั้งกลุ่ม Line แล้วก็ขอให้สมาชิกในกลุ่มสละเวลาส่วนตัวด้วย เพื่อมาทำงานด้วยกัน

We studied in different sections in other courses, so we had different periods of free time. We created a Line group, and also asked members to give up their spare time to work together.

(Presentation, Group 4)

Excerpt 39

เรานัดกันข้างนอกหลังสี่โมงครึ่งเป็นต้นไป หรือไม่ก็เสาร์อาทิตย์ว่างๆ ก็มาคุยกัน แล้วก็แบ่งงานกัน แยกเป็นส่วนๆ แล้วก็นัดส่งงานกันให้ตรงเวลา

We made appointments after 4.30 or on Saturday or Sunday that we were free. Then we allocated our work and set due date for submission.

(Presentation, Group 5)

Excerpt 40

เรานัดกันนอกคาบเรียนแค่ครั้งเดียวครับ ... หาเวลาว่างยากมากเลยที่ทุกคนจะมาได้พร้อมๆ กัน ก็เลยเป็นช่วงก่อนเรียน ซักครึ่งชั่วโมง ก็มานั่งคุยกัน ประมาณสองสามครั้ง ... เรามีไลน์กลุ่ม มีอะไรก็ถามกันในนั้น

We made an appointment only once outside class time. ... It was so difficult to set the time when we all were free to come. So, we met before class for a few times for about half an hour. ... We had a Line group for asking each other questions when necessary.

(Interview, 6a)

It is noticeable that the students did not need more time for each working step, but what they needed was the time that they could work together, for sharing and discussing ideas about their group translations. As a result, some groups managed to find enough time to meet together face-to-face even in the late afternoon, in the evening, or on weekends, but some could not. They instead used online communication to supplement or to replace it.

2) *Disagreement*

Data from the group's final presentations and the interviews confirms the difficulty about disagreement in comprehending and re-expressing elements in the source text among group members. The details were clearly explained during the group's final presentations (see Excerpts 41-44).

Excerpt 41

เวลาความเห็นไม่ตรงกัน เราก็พยายามพูดคุยกันว่าอะไรเหมาะสม อะไรดีที่สุด ... เพื่อให้เพื่อนทุกคนได้แสดงความคิดเห็น และรับฟังความคิดเห็นของสมาชิกคนอื่น

When we disagreed with each other's ideas, we tried to discuss to see what was appropriate and what the best solution was. ... so that everyone could express our opinions and listen to others' as well.

(Presentation, Group 2)

Excerpt 42

ก็มีเอาแต่ใจตัวเองในบางครั้ง ไม่ค่อยยอมรับฟังความคิดเห็นกันและกัน เราว่าเราแปลดีแล้วนะ แต่เพื่อนมาบอก อันนี้ไม่ใช่ ... เราแก้ปัญหาโดยเปิดใจยอมรับฟังความคิดเห็นคนอื่น ไม่ยึดตนเองเป็นหลัก

We were sometimes self-willed and wouldn't listen to others because we thought we did it well, but then others said it was wrong. We solved this problem by keeping an open mind to listen to others' ideas, trying not stick to our own ideas only.

(Presentation, Group 3)

Excerpt 43

อันนี้เป็นปัญหาหนักมาก เพราะเราจะเถียงกันตลอด คืออยากได้อันนี้ แต่เพื่อนก็อยากได้คำของเค้า ก็พยายามไม่ทะเลาะกัน แล้วก็เลือกคำที่ดีที่สุด

This was a very serious issue since we often discussed seriously and extensively. One person wanted to use this word, but another wanted to use another word. So, we tried not to fight and picked the best one.

(Presentation, Group 5)

Excerpt 44

เรามีปัญหาเรื่อง consensus นิดหน่อย มีหลายครั้งที่แต่ละมีไอเดียที่ต่างกันหมดเลย ... เราพยายามหาเวลามาคุยกัน แต่หลักๆ แล้ว เวลาที่เราจะได้อะไรออกมา ก็จะเป็นการโหวตกันทางไลน์กลุ่ม

We had a little problem about consensus. Each of us often had different ideas. ... We tried to spend more time discussing, but mostly the final decisions were from voting via Line group.

(Presentation, Group 6)

In sum, the students reported they had disagreement when trying to convey meanings of some difficult elements in the source text, but after all, they had the same goal, which was trying to produce a quality translation. It is interesting that they tried to express their own ideas extensively and did not easily compromise just to finish the task. As a result, they reported that what they learned was how to exchange ideas and listen to each other's ideas when they experienced disagreement.

3) *Commitment*

Commitment is the difficulty reported only by Group 6. Based on the data from the students' diaries and the group's final presentations, 6a was asked during the interview about what he wrote in the diaries about their group's working conditions.

In Group 6, the issue of commitment could be clearly observed. In the peer-editing session, 6a was the only one group member who came to class and the other 3 students were absent. 6b came but asked to leave before the class started because of a family emergency and she needed to go back to her hometown immediately. 6c and 6d just disappeared without telling anyone. However, before that class, 6a had already asked all the members to read Group 5's draft and sent

him the comments so that they would be ready for the editing session and they all had done so. Eventually, in that class session, 6a was the only student who discussed with their peer-editing group in class.

This issue was mentioned again in the step of producing the final draft. Although they all came to that class, but after that class, every group had seven days to finalize their draft before submission for the teacher's evaluation. According to the data, the other groups helped each other, in their own ways, to finish it. From the interview, however, 6a explained what the other three members did when he asked them to reread the final draft before submitting it (see Excerpt 45).

Excerpt 45

[ช่วงก่อนส่งตราฟต์สุดท้าย] ผมอ่านทวนอีกรอบ แล้วก็ส่งไปให้เพื่อนเช็คในส่วนของตัวเองอีกทีว่าจะเติมหรือจะแก้อะไรไหม ... เพื่อนบอก อันนี้ผมแก้มาแล้ว ไม่ใช่ไรแล้วมั้ง เลยติดใจคำนั้น แล้วเอามาเขียนในไดอารี่ แล้วก็ในพรีเซนต์ตอนสุดท้ายด้วยว่างานกลุ่มต้องอาศัย commitment

[Before submitting the final draft,] I reread the draft again to see what should be revised and sent to everyone to read her own part and decide what else to add or change. ... My group members said I had already revised it so it should be okay. It was still on my mind so I wrote about it in the diary and the final presentation that group working needs commitment.

(Interview, 6a)

Also, 6a reported about this difficulty again when he asked the other three members to prepare the information for the final presentation (see Excerpt 46).

Excerpt 46

ผมขอให้เพื่อนส่ง problems กับ difficulties มา เพื่อนบางคนบอก ยังไม่ได้ทำเลย บางคนยังไม่ได้ส่งไดอารี่เลย ก็เลยบอก ถ้างั้นไม่เป็นไร ลองมาคุยกันว่าแต่ละ part มีส่วนไหนที่คิดว่ายากหรือเป็นปัญหาบ้าง ... ผมก็ส่งตัวอย่างของผมประมาณสองตัวไปให้ดู แต่เพื่อนก็ไม่ส่งกลับมา พอดีมีเพื่อนคนหนึ่งส่งมาช่วงเช้าวันพรีเซนต์ แต่ผมไม่ทันแล้ว ผมเลยลองดึงจากไดอารี่ของตัวเองมา แล้วก็มา brief กับเพื่อนในห้องก่อนพรีเซนต์ในคาบ

I asked the others to send me translation problems and difficulties. Some said they had never done the analysis before. Some had never submitted any diaries. So, I suggested that we should discuss to select the parts that could be translation problems or difficulties. ... I also sent them examples of my analysis from my diaries. But none of them sent me back their ideas. One member sent hers to me in the morning of the presentation day, but it was too late for me. I had already prepared it by taking some parts from my own diaries. And I briefed it with the others in class before the presentation.

(Interview, 6a)

It is noticeable that their level of commitment was aligned with their project participation scores, which were the lowest in this class. 6b, 6c, and 6d were the only students in class who had the scores lower than 70% while the mean score of the class was 91% because the three of them did not submit Learner's Diaries and missed some class activities during the project implementation.

The difficulty arose from the lack of commitment by group members was further explained by 6a when he responded to the question about the most difficult task in this project. Monitoring the process of translation was considered to be the most difficult one for him (see Excerpt 47).

Excerpt 47

เรื่อง monitoring เป็นเรื่องลำบาก เพราะเป็นงานกลุ่ม บางทีเพื่อนๆ ก็ไม่มีเวลาให้ แล้วก็มีการเกรงใจกัน ไม่กล้าทวงอะไรกันมาก ... ก็ต้องยอมรับว่า แต่ละคนให้ความสำคัญกับแต่ละวิชาไม่เท่ากัน บางคนก็คิดว่า น่าจะไปสนใจวิชาที่ตัวเองทำได้มากกว่า บางวิชาเอาแค่ D หรือ C ก็พอ

Monitoring was difficult for me since it was group work and sometimes members didn't have time for the group. I was afraid of offending each other and didn't want to ask again and again repeatedly. ... We have to admit that some students gave priorities to each subject

differently. Some people thought they should focus on the subjects they could do best. Only grade D or C was enough for them.

(Interview, 6a)

The situations were different in other groups who had no difficulties in collaboration because members tried their best to help each other (see Excerpts 48-50).

Excerpt 48

[หนูพอใจกับตราฟต์นี้ เพราะ] เราทำเต็มความสามารถ แล้วหนูไม่เคยละเอียดย่เท่านี้ คือแบบนั่งไล่ทีละตัว อันนี้ tense ผิดไหม แล้วหนูกับเพื่อนๆ นะ ทุกคนทำทั้งเรื่อง เท่ากับว่า เรื่องนี้ทำสามรอบ แล้วรอบสุดท้ายมาอ่านรวมกันอีกรอบ เป็นสี่รอบ หนูก็แบบ ต้องได้แล้ว ต้องโอเคแล้ว รู้สึกว่าทำเต็มที่ ทำเยอะมากค่ะ

[I was satisfied with the final draft because] we tried our best.

I had never focused on all the details like this in any translation projects before. We sat together and checked it word by word. ‘Is the tense correct?’ My friends and I worked on the whole translation for three drafts, and then we reread it as the fourth time. I was very sure that it had to be okay. I felt that we had done a lot, our best.

(Interview, 1a)

Excerpt 49

พื้นฐานภาษาอังกฤษของสมาชิกทำให้เกิดความไม่เข้าใจในเรื่องของการทำงาน เราเลยพยายามจะเรียนรู้ โดยมีการแลกเปลี่ยนความเห็นหรือสอบถามจากสมาชิกกลุ่มอื่นในเรื่องที่ไม่เข้าใจ ทำให้งานของเราดีขึ้น ได้อย่างที่เราหวังไว้

Our members’ levels of English caused misunderstanding when doing translation, but we tried to learn more and more by exchanging ideas or asked from other groups. Our translation got better and our work became as good as we expected.

(Presentation, Group 2)

Excerpt 50

คือภูมิใจใจนะ พวกเราช่วยกันทำงานถึงวันสุดท้าย ช่วยกัน สามัคคีกันในกลุ่ม
 I'm proud of this project. We helped each other until the last day.
 We had unity in our group.

(Interview, 3a)

Based on the data on performance-related difficulties, it can be concluded that the students experienced three types of difficulties related to some working conditions. Time management occurred because the students needed more time to meet face-to-face outside class to discuss and revise their translations, and disagreement occurred when they had different ideas in interpreting or conveying messages from the source text. However, their attempts to find more time to work together outside classroom and to discuss ideas to find the best solutions appear to be beneficial for their learning since the students shared the same goal, which was to produce a good piece of translation. Above all, they mentioned that they finally could find some ways to solve those difficulties, by negotiating and compromising with each other. The only difficulty that seems to be problematic was the lack of commitment by some group members in Group 6. The solutions to the lack of commitment were different from the difficulties on time management and disagreement. When the students were dealing with time management and disagreement, they helped each other solve the difficulties, but for the lack of commitment, only one member needed to resolve the difficulty alone by doing the jobs for those who failed to take their responsibilities.

The following part presents some observations on specific characteristics of the Collaborative Translation Project that could support the students' learning experiences from their viewpoints, in order to supplement the data on the improvement of their abilities to identify and solve text-related problems, text-related difficulties, and performance-related difficulties.

4.4 Typical characteristics of the Collaborative Translation Project

As stated in item 4.1 4, Module B, or the Collaborative Translation Project, was designed for the students with detailed guidelines and steps for each activity and specific deadlines and criteria for each task, so as to facilitate the collaboration among members of each group and with classmates in other groups. During the interviews, when being asked to compare this project to other projects they had done in other courses, all of the students mentioned that they appreciated this type of project and the answers can be categorized into three main reasons:

- (1) management of translation projects, (2) improvement translation skills, and
- (3) improvement of working skills.

4.4.1 Management of translation projects

Most students responded to the question saying that this project facilitated them in planning the project and monitoring its progress, and in assessing tasks in each working step, because this project had specific steps to follow from the planning to the monitoring and the assessment of translation drafts and the translation process, from the beginning to the end of the project. Therefore, instead of just translating the source text once and submitting it, they went through the process of discussing, editing, and revising for several times, as guided by the project instructions and steps provided, before they could produce the final draft translation (see Excerpts 51-54).

Excerpt 51

หนูว่าเป็นขั้นเป็นตอนดีกว่านะ ถ้าไม่กำหนดมา จะเป็นว่า พวกหนูปั่นกันทีเดียวจบ ไม่มีการตรวจแก้งาน ไม่มีการเช็คภาษา มันใจเลยว่า ไม่มีการปรับแล้วปรับอีก ดูแล้วดูอีก ไม่มีการให้เพื่อนมาดูมาช่วยกันแบบนี้

I prefer a project with steps like this. If there hadn't been the specific timeframe, we would have done only one draft. There would be no revising and no language checking. I'm sure we wouldn't have reread

and revised our drafts, and no friends would have helped us edit the draft.

(Interview, 2b)

Excerpt 52

แบบนี้ดีกว่าค่ะ ถ้าอาจารย์ไม่ได้เซตไว้ เราก็จะไม่รู้ว่าต้องทำอะไรบ้าง

This project is better. If you hadn't set the steps, we wouldn't know what steps we should do.

(Interview, 3a)

Excerpt 53

หนูว่าดีมากค่ะ ทำให้เราแบ่งเวลาถูก แล้วก็สามารเตือนให้เราทราบว่าจะต้องทำอะไรบ้าง ส่งอะไรบ้างใน week ต่างๆ ถ้าเป็น project อื่นๆ เค้าสั่งมาทีเดียว เราก็ไม่รู้ว่าต้องทำยังไง เริ่มจากตรงไหนดี

I think this project is very good. It helped us manage time better and reminded us what to do and what to submit in each week. Other projects are assigned without the follow-up. So, we don't know what steps we should do or where to start.

(Interview, 4a)

Excerpt 54

ช่วยเราจัดการการแปลของเราได้มากกว่า เด็กบางคนอาจจะขี้เกียจ แปลแล้วส่งเลย แต่อันนี้ทำให้เรามาทบทวน ... ปกติหนูก็แปลไปตรงๆ ไม่มีคนมาตรวจทานให้ ทำครั้งเดียวก็ส่งไปเลย

This project helped us manage our translation better. Some students are lazy, doing a translation and submitting it right away. But this project had a step for us to review our work. ... Normally, I do translations without others editing my work, so I submit it right after I finish the first draft.

(Interview, 5a)

The data above confirms with the data obtained from the diaries, the final presentations, and the interviews that the students explained what and how they did

in each step in the translation process (See item 4.3.4.1). Therefore, it can be stated that the CLPM facilitated them to carry out their translation project.

4.4.2 Improvement of translation skills

The students confirmed that this collaborative project provided opportunities for them to work with members in their own groups and with classmates in other groups, and the collaboration in the steps of editing and revising improved their translation skills. For example, they understood the source texts better, not only the part they were assigned, but also the rest of the text. Also, the students got new ideas for their translations from working with others, and more importantly, they learned how to exchange ideas with others (see Excerpts 55-56).

Excerpt 55

อาจารย์มีเวลาให้คุยกันในกลุ่ม และได้คุยกับกลุ่มอื่น ทำให้เรามีความคิดใหม่ๆ และเข้าใจได้ดีมากขึ้น ... มันช่วยการแปลเราได้มาก เมื่อก่อนนี้เวลาแปล เราแค่แปลตามที่ตัวเองเข้าใจ แต่อันนี้หลังจากทำแล้ว เราสามารถถ่ายทอดให้คนอื่นเข้าใจได้ดีขึ้นด้วย ปกติเรียนแปลหนูไม่ค่อยได้มีส่วนร่วม เพราะคนเก่งๆ ก็เอาไปทำหมด งานนี้เหมือนเรามีส่วนร่วมกันหมด เราต้องเข้าใจทุกๆ ส่วน ทั้งของเราและของเพื่อนด้วยค่ะ

Time was allocated for us to discuss within our group and with another group. We could get new ideas and understand the source text better. ... This project helped us a lot in translation. We used to do translation tasks as we understood them, but for this project, we could explain it to others as well. Usually, in translation classes, I hardly participate because only good students in the group are assigned to be responsible for translation. In this project, we all participated, and we needed to understand our parts and other members' parts as well.

(Interview, 5a)

Excerpt 56

[งานแปลนี้] เราจะรู้จักงานเรามากกว่า เพราะงานแปลที่เคยทำมา ก็จะเป็นการส่งงานมา แล้วให้ส่งเลยทีเดียวนะ ผมจำ project ที่เคยทำมาไม่ได้เลย แต่งานนี้หลายอาทิตย์แล้ว ก็ยังจำได้อยู่ว่าใช้คำว่าอะไร แปลว่าอะไร แล้วทำให้ตัวเองเข้าใจตัว text อย่างละเอียดด้วย แล้วก็มีส่วนครับ ที่ตอนแรกไม่ได้แปลแบบนั้น แต่พอให้มาอ่านมาแก้หลายๆ รอบ แล้วให้คนอื่นมาช่วยดูด้วย ผมก็แปลต่างออกไป ซึ่งดีกว่าเดิมมาก

[In this project,] we knew our translation better. Translation tasks that I had done before were assigned and we submitted only one draft. I never remember anything about those projects. But I finished this project for weeks, and I still remember what words I used and what do they mean. I understand the text thoroughly. In some parts, I didn't translate them as it should be, but after revising it several times and having others help read it, I did it another way, which was much better.

(Interview, 6a)

The data above is broadly consistent with the data obtained from other parts of the data collection. Data from the Learner's Diaries, the translation drafts, the final presentations, and other parts of the interviews has proved that the students' abilities to identify and solve translation problems and translation difficulties improved, from the beginning stage to the end of the project. Also, in this section, the students again confirmed that this Collaborative Translation Project supported the development of their translation abilities, particularly the abilities to comprehend and re-express elements in the source texts, and the abilities to work collaboratively with others.

4.4.3 Improvement of working skills

Apart from improving translation skills, some students mentioned that, compared to other translation projects, this project with detailed steps and deadlines helped them perform the tasks more efficiently. To be more specific, they

could focus more on the tasks at hand, pay more attention to their work, and learn to be enthusiastic and punctual when they were trying to finish the tasks by due dates. The following is some examples of their ideas on this topic (see Excerpts 57-59).

Excerpt 57

หนูคิดว่ามันดีกว่า ช่วยให้หนูรอบคอบขึ้น แล้วเหมือนกับเราได้ใส่ใจการแปลจริงๆ จังๆ ถ้าแบบโปรเจกต์อื่น หนูจะทำแค่สองรอบแล้วมาส่งเลย แต่ของเพื่อนหนูบางคนทำแค่รอบเดียวแล้วส่งเลย หนูคิดว่าแบบนั้นเป็นงานแปลที่ผ่านๆ นะคะ มันเหมือนเราไม่ได้ใส่ใจ

This project is better. It helped me to be more careful and we paid serious attention to translation. For other projects, I did it one or two drafts before submission. Some of my friends submitted the tasks right after they had finished it. Those translations are sloppy tasks. It's like we didn't pay much attention to them.

(Interview, 1a)

Excerpt 58

แบบนี้ดีกว่าค่ะ มีกำหนดส่งงานให้เป็นช่วงๆ ช่วยให้ตรงต่อเวลา หนูชอบๆ

A project with several deadlines like this is better. Deadlines helped us practice ourselves to be punctual. I like it.

(Interview, 3a)

Excerpt 59

หนูว่าแบบนี้ดีมากค่ะ ทำให้เราแบ่งเวลาถูก แล้วก็สามารรถเตือนให้ทราบว่า เราต้องทำอะไรบ้าง ส่งอะไรบ้างใน week ต่างๆ ทำให้กระตือรือร้นค่ะ

A project like this helped us with time management and reminded us what to do and what to submit. It helped me be enthusiastic.

(Interview, 4a)

It can be concluded that the students valued this Collaborative Translation Project since it facilitated them to collaborate with each other. The students learned to manage the translation project and performed better in both comprehension and re-expression of elements in the source texts. Also, they stated

that the project enhanced the quality of their working skills. All the data above also confirms and supplements the data collected from the students' diaries, translation drafts, the group's final presentations, and the interview scripts in the previous section.

4.5 Limitations of the Collaborative Translation Project

When the students were asked about their opinions on each step or component in the project, some interesting comments about web-based project portfolios and Learner's Diaries were mentioned. This section explains some limitations caused by these two tasks.

4.5.1 The use of web-based project portfolios

Three out of six groups mentioned that web-based portfolio keeping was quite difficult for them. There was a tutoring session provided at the beginning of the project, and each group managed to create one project portfolio to post their work. After that, they were required to update them by ticking off the task that they had finished in their working plan page and uploading all their work. Each group used the same method, which was assigning one student who enjoyed or was capable of handling computer technology tasks to be responsible for this assignment. When being specifically asked about their portfolio use, three groups mentioned that there were some technological issues, and explained that it was quite difficult for them to change their portfolios into the layouts or styles that they preferred (see Excerpts 60-62).

Excerpt 60

หนูเป็นเป็นคนทำ [portfolio] ค่ะ เพราะหนูชอบ เพื่อนคนอื่นไม่ชอบ หนูก็เลยทำให้ แต่บางอย่างก็ยากเหมือนกัน ตอนจะเพิ่มหน้า หรือตรงเซ็ทวันที่ด้านข้าง อะไรที่ทำไม่เป็นก็ถาม 6a ค่ะ เคื่ก็สอน ก็สนุกดีค่ะ ไม่มีปัญหา

I'm the one who was responsible for it [the portfolio]. I like doing it. The others don't, so I did it for my group. It was a bit difficult when I wanted to add a page or set the due date on the first page. I asked

6a when I didn't know how to do something, and he taught me how.
I enjoy doing things like this, so it wasn't a problem.

(Interview, 4a)

Excerpt 61

ยากมากเลยค่ะ หนูเล่นไม่เป็น แต่หนูเป็นตัวหลักในการอัปโหลดงาน

It was very difficult for me, but I was the one who uploaded all the tasks.

(Interview, 5a)

Excerpt 62

มีนมากเลยครับ ตอนจะเพิ่มหน้าอะไรแบบนี้ มันอาจจะจะเป็นความรู้พื้นฐานด้านคอมพิวเตอร์ด้วย ซึ่งผมไม่ค่อยมีเท่าไร ... ช่วงนี้ก็ลองหลายอย่างครับ ไปใส่เพลงใส่อะไรมาด้วย แต่มันก็เลอะเทอะ เลยเอาออก จริงๆ ฟังก์ชันมันมีหลายอย่างนะครับ แต่ไม่ได้ใช้ทั้งหมด ก็เลยเน้นให้ตัว text อ่านง่าย แล้วส่วนรูปที่ขอกลับมาแล้ว แต่ไฟล์ขนาดมันต่างกันเยอะ พอเอามาใส่แล้วแตก scale มันไม่เท่ากันด้วย เลยใช้รูปเดิม [รูปการ์ตูน] แล้วกัน

It [working with portfolios] was quite difficult when I wanted to add pages. It might be possible that I don't have enough background in computer. ... I had tried different things, such as adding songs and something else, but it was a mess, so I took them off. There are actually several functions, but we didn't use them all. Finally, I decided to just make it easy to read. Photos of members were to be uploaded, but the sizes of the files were different, so they didn't look nice on the web. I finally used the same pictures [the cartoon characters used from the beginning].

(Interview, 6a)

Despite the students' reports on the technical issue, it seems that portfolio use was not an important issue in this study, probably because all the tasks to be posted were already listed in the Project Manual and clearly explained to the students, and also the requirements for assessment were not related to the portfolio itself, but on the completion of all specified tasks. Therefore, the technical issue did

not affect the students much. However, it is notable that the teacher's comments and feedback on each task posted onto their portfolios were not read by most students, so the feedback method was adjusted. The feedback sheet was posted in Google Classroom, a learning management system in this course, and was also printed out for further explanations to the students in class.

4.5.2 The use of Learner's Diaries

In this project, the students were assigned to write three Learner's Diaries right after they finished each translation draft. Each Learner's Diary consists of three parts: analysis of three text-related problems, analysis of three text-related difficulties, and reflections on work process at each working stage. The assessment pattern of diaries was in the form of contract-grading measurement, and scores were given to the students who completed the tasks and submitted the diaries.

Data from the interviews reveals that when the students were asked about their opinions on each task in the project, one student mentioned that writing diaries was extra workload for her (see Excerpt 63).

Excerpt 63

หนูชอบ project แบบนี้นะคะ แต่ไดอารี่เยอะมาก

I like this type of project but diaries were too much for me.

(Interview, 5a)

More importantly, some students skipped some parts of the diaries, and two students did not submit any diaries at all. Data from analysis of the students' diaries reveals that the students did not put much effort on writing reflections on their work process. Most answers were very short and some answers did not explain anything about the actual steps they were doing or their opinions at all. Therefore, most of the data on text-related problems and text-related were used in the data analysis of this study. Data on students' reflections on their work process were used mostly as background information for the semi-structured interviews at the end of the project.

In sum, the limitations of the project arose from the implementation of web-based project portfolios and Learner's Diaries. Some technical issues were reported

from the use of web-based portfolios, and it was observed that the students did not pay much attention to the diary writing task.

4.6 Conclusion

The findings from the present study indicate that after attending the CLPM for 15 weeks, the students made a significant improvement on their overall translation abilities and their abilities to identify and solve text-related problems. Also their abilities to identify and solve text-related difficulties and performance-related difficulties were also enhanced.

Text-related problems that seemed to be problematic included making decisions to choose appropriate word meanings in contexts and transcribing proper names. Text-related difficulties that seemed to be problematic included comprehending words, fixed phrases, structures of phrases, and structures of sentences, and also conveying their meanings accurately and smoothly in the target language. On the other hand, other problems and difficulties with specific language forms to notice and more systematic ways to solve, such as pronoun reference or passive construction, appeared not to be very problematic for this group of students.

Moreover, the students showed their abilities to deal with performance-related difficulties while they were conducting the Collaborative Translation Project. Each group displayed attempts to resolve the issues of time management and disagreement of ideas in their own ways. Only one group experienced difficulty on lack of commitment from group members, so one member had to compensate by working harder to complete the tasks. This translation project; however, had some limitations caused by technical issues from web-based project portfolio use and the students' feedback on writing reflections in Learners' Diaries.

In the light of all these, it can be concluded that the collaborative project-based learning under the social constructivism designed for this group of EFL learners provided meaningful learning experience for the students. The proposed learning module not only contributed to the development of the students' strategic sub-competence, but also enhanced their active learning as members of the

Collaborative Translation Project. The students learned how to resolve difficulties thanks to the collaboration within their translation groups and between groups, such as editing and revising translation drafts. Importantly, the students also valued the experiences they gained from sharing and exchanging ideas with their peers in this translation project.

All the findings from this research, both quantitative and qualitative ones, will be discussed in detail in Chapter Five.



CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This study is an attempt to explore the effects of the proposed Collaborative Project-based Learning Module (CLPM) on the development of EFL students' translation strategic sub-competence. The two main research questions are (1) "how can a collaborative project-based learning module for translation training be developed to enhance strategic sub-competence of EFL learners in a language degree program?", and "what are the effects of the implementation of the Collaborative Project-based Learning Module for translation training on the development of strategic sub-competence of EFL learners in a language degree program?"

This chapter presents (1) the summary of the study, which includes the development of the CLPM and the research findings, (2) the discussion of the findings, (3) the implications of the findings, and (4) the recommendations for further research.

5.1 Summary of the study

This part summarizes the development of the CLPM and its effects on the students' development of strategic sub-competence.

5.1.1 The Collaborative Project-based Learning Module

The CLPM was developed based on three theoretical frameworks, which are the communicative approach to translation training, the collaborative project-based learning approach, and the principles of group interaction and communication (See the conceptual framework in Figure 6). The expected outcome is to enhance students' strategic sub-competence in the context of translation classrooms for Thai EFL students majoring or minoring English taking a business translation course as an elective. The CLPM is a 15-week learning module consisting of two sub-modules, Module A and Module B. Here is the summary of activities in these two modules.

Module A is the ‘Training session’, lasting 9 weeks and aiming at preparing the students to have knowledge and skills necessary for a translation project in Module B in the following 6 weeks. In the Training session, the students learned about translation knowledge, such as business text types and the communicative translation method. The skills they practiced individually, in pairs, and in small groups, included text analysis for translation, self-editing and peer editing, using translation resources, analyzing translation problems and applying strategies to solve the problems. Also, they practiced translating business texts, and the problematic elements or the errors they made were brought to class discussions so that they had opportunities to share ideas and learn from each other. There was also a class session for discussing what to do and not to do in collaborative group work, particularly collaborative editing and peer editing (See details in 3.2.3 and Appendix A). As mentioned earlier, all the knowledge and skills they learned were designed to prepare them to be ready for the translation project in Module B.

Module B is the ‘Collaborative Translation Project’, a small group English-Thai translation of a business article, designed for the students to collaborate with each other in conducting the project. This project integrated four main inputs to support the students: self-monitoring, collaborative editing, peer review, and teacher’s feedback. Self-monitoring consisted of reflection, self-assessment, and self-revision of their individual translation. Collaborative editing was the process of compiling individual translation drafts into a group’s first draft and revising it. Peer review was a reciprocal editing consisting of peer editing and peer assessment. Teacher’s feedback was the monitoring and support from the teacher. All the inputs, except from self-monitoring, were in the forms of classroom interaction and online interaction. (See the learning model of the Collaborative Translation Project in Figure 7 and the components of the project in Figure 8.)

5.1.2 The research findings

This study employed one-group pretest and posttest design to investigate the outcome of the proposed CLPM, the students’ strategic sub-competence and their overall translation abilities were examined by the translation pretest and posttest,

the translation drafts of the project, the Learner's Diaries, the group presentations, and the individual interviews. The participants were 21 DPU undergraduate students majoring or minoring in English in their third year, fourth year, and repeaters in their fifth year of study, enrolling a business translation course as an elective. They had a variety of background knowledge, experience, and skills in English and translation.

The results reveal that the students developed their strategic sub-competence and their overall translation abilities after attending the CLPM. The translation pretest and posttest scores collected at the beginning and at the end of the CLPM indicate that both their overall translation abilities and their abilities to identify and solve text-related problems were significantly improved (see Tables 9-14).

To supplement the data from the test scores, another set of data was collected to explore what the students experienced during the process of the Collaborative Translation Project in the period of 6 weeks. The data was analyzed and presented into five dimensions.

The first dimension was the students' abilities to identify and solve text-related problems in each draft of the project, from the beginning to the end of the project. The results show that there was an improvement regarding their abilities to identify the problems. Their abilities to solve the problems fluctuated, but there was a positive tendency and the percentages were at the satisfactory level. To be more specific, nine subcategories of text-related problems ('word meaning in context', 'word order in a noun phrase', 'impersonal pronoun-it', 'third-person pronoun and possessive adjective', 'verb tense', 'passive construction', 'derived sentence', 'other types of structure', 'punctuation mark', 'marking of plurality', and 'transcribing proper name'), or translation problems arising from the differences between English and Thai, could be identified and explained correctly. However, the problems that could be solved were the ones with specific language forms and systematic ways to solve them, such as the problem of 'passive construction' and the problem of 'impersonal pronoun-it'. On the contrary, there were two problems that could not be solved even at the end of the project: the problem of 'word meaning' and the problem of 'transcribing proper name'. Solving these two

problems requires not only linguistic competence, but also a relatively high level of decision-making skills. Additionally, to choose appropriate word meanings in contexts sometimes needs knowledge about the world in general or in special areas, and to transcribe a proper name also needs researching skills.

The second dimension was the students' abilities to identify and solve text-related difficulties in the source texts of their projects. Text-related difficulties are similar to text-related problems since they both occur in a translation process, but text-related problems are objective while text-related difficulties are subjective. A novice translator might consider one instance as a text-related difficulty while others who perform the same task might not, because text-related difficulties arise from individual translators' lack of knowledge or competence, such as misunderstanding about business protocols, poor reading comprehension skills, or poor research skills. The students were assigned to identify text-related problems to raise their awareness of problems that occur due to the differences of a language pair, but they were assigned to identify text-related difficulties to monitor their own weaknesses. In this study, the percentage of text-related difficulties that could be solved in the individual translation draft was lower than those of text-related problems, but half of the difficulties that had not been appropriately solved at the beginning of the project could be successfully solved in the final draft at the end of the project. Characteristics of text-related difficulties that could not be solved at the end of the project were similar to those of text-related problems. They both concerned comprehension and re-expression of words and phrases in contexts, but text-related difficulties also involved understanding meanings of unfamiliar sentence structures. What contributed to the problem solving was the collaboration among the students. The details are presented in the third dimension in the following paragraph.

The third dimension was the students' views on how collaboration within their groups and among groups, in the steps of collaborative editing, peer editing, and revision, supported them while they were trying to solve text-related problems and text-related difficulties. The findings confirm that the collaboration could help the students identify problematic elements that they had failed to notice before,

such as the norm of writing sub-headings or how to transcribe non-English proper names into Thai. The collaboration also helped them solve the problems that were too difficult to handle by themselves, such as choosing appropriate meanings of words in particular contexts, understanding complicated sentence structures, or revising awkward sentences. More importantly, the students valued the collaboration they experienced since it provided opportunities for them to learn how to exchange ideas among their group members and with peers in other groups, and also learn to work collaboratively with each other to improve their translation skills and enhance the quality of their translation projects.

The fourth dimension was the students' abilities to identify and solve performance-related difficulties. The most frequent performance-related difficulties reported from the Learner's Diaries, the groups' final presentations, and the individual interviews involve *time management* and *disagreement*. With respect to time management, the students did not need more time for each working step in the project, but they needed more time to work together to discuss ideas and revise their translation drafts. Disagreement occurred when the students had different opinions on how to interpret some elements in the source text or convey meanings in their translations. Interestingly, these two difficulties arose from the students' attempts to produce a quality translation. On the contrary, an issue of *commitment* arose in one group since three members did not put much effort from time to time during the process, and especially at the final steps of translation, which was the period of time when assignments in other courses were due as well.

The last dimension was the students' opinions towards this project. The students were asked in the individual interviews to compare this project with other translation projects they had carried out before. They mentioned that this project helped them manage their work process better since it has detailed, step-by-step instructions, guidelines, and a timeframe for each draft submission. This project also enhanced their abilities to comprehend and re-express source-text elements owing to the opportunities to share ideas and collaborate with each other during the process of translation. Also, the project with clear steps and deadlines helped individuals perform the tasks efficiently, such as being more focused at work.

However, what the students did not appreciate in the CLPM were the workload from the Learner's Diaries and some technical problems when they wanted to update or change the layout of their web-based project portfolios.

In brief, from the research that has been undertaken, it is possible to conclude that the proposed CLPM had positive effects on the development of the students' strategic sub-competence.

5.2 Discussion of the findings

The discussions of this research findings center on (1) the effects of collaborative project-based learning in translation training for EFL learners, and (2) the implementation of collaborative project-based learning for EFL learners in translation classrooms, in order to provide a complete picture on how this learning approach can be implemented in the context of EFL learners' translation classrooms.

5.2.1 The effects of collaborative project-based learning in translation classrooms for EFL learners

The collaborative project-based learning approach was employed in this study as a key construct for developing the CLPM, and one of the two main objectives is to explore the effect of the CLPM on the development of students' strategic sub-competence in the context of EFL learners' translation classroom. The focal point of the study is the strategic sub-competence since it is said to be the sub-competence that guarantees the efficiency of the translation process and also it has a function to compensate for the deficiency in other sub-competencies (PACTE Group, 2003, 2005, 2009, 2011). Strategic sub-competence in this study, adopted from the model of translation competence by PACTE Group (2005), refers to the abilities to identify and solve translation problems. The significance of translators' abilities to recognize translation problems and make effective decisions to solve the problems have been acknowledged in the work of renowned scholars in translation studies and translation training, such as R. Bell (1998), González-Davies (2005), Kiraly (2014), Lörcher (2002), Molina and Hurtado Albir (2002), Pym (2003), Scott-Tennent et al. (2000), and Wilss (1996).

In this study, both quantitative and qualitative data reveals that the collaborative project-based learning approach had positive effects on the development of students' strategic sub-competence when implemented in the context of translation classrooms for EFL learners. The effects to be discussed include three main areas. First of all, this approach enhanced the students' abilities to deal with text-related problems and text-related difficulties through the process of collaboration. Secondly, this approach facilitated the students to manage their translation project and deal with performance-related difficulties. Additionally, this approach created a learning environment that engaged the students to be active members of the team and promoted learner autonomy.

5.2.1.1 Solving text-related problems and text-related difficulties

Text-related problems and text-related difficulties, two subcategories of translation problems in this study, are transfer tasks in the process of translation that translators have to deal with. Text-related problems arise from the differences of the nature of the source language and the target language so every translator needs to have abilities to recognize them and make appropriate decisions to solve them while text-related difficulties are subjective as they depend on each translator's knowledge, abilities, or specific working conditions (Nord, 2005). The analysis of these abilities is a way to understand students' progress and the effects of a teaching method over a period of time (Orozco & Hurtado Albir, 2002).

The discussion in this section covers three areas. First of all, the benefits of the CLPM as a learning module developed from the collaborative project-based learning approach are discussed. The second one focuses on the benefits of Learners' Diary as a tool for reflection. Lastly, the importance of text-related problems and text-related difficulties is elaborated.

Firstly, the benefits of the CLPM on the improvement of abilities to deal with text-related problems and difficulties in this study were analyzed from two sets of data: the first one from the translation pretest and posttest at the beginning and at the end of the CLPM, and the other from the project during the process of translation. Evidence from the translation pretest and posttest from the first set of

data reveals that the abilities to identify and solve text-related problems, as well as the overall translation abilities significantly improved. This set of data could be considered an individual effort to complete a translation task. Still, there was a limitation when the pretest and posttest scores were analyzed because the number of the participants was only 21. More importantly, the interpretation of the scores could only serve the purpose of evaluating translation performance at a single stage as an end product. Holmes (1994) posits that the nature of the translation product cannot be understood without understanding the nature of the process. As scholars who are in favor of process research in translation pedagogy, such as Fox (2000), Galán-Mañas and Hurtado Albir (2015), Hatim (2001), and J. Johnson (2003) state, it is vital to understand the translation process, or to be more specific, how assigned texts have been translated and why the students made such decisions to use particular forms in their translations.

Therefore, another set of data was collected from Learner's Diaries, translation drafts, groups' final presentations, and individual interviews to track the students' developmental progress throughout the process of the translation. The diaries revealed how they improved their abilities to analyze and solve text-related problems and text-related difficulties. Significantly, the diaries also reflected on the process of solving them. The groups' final presentations showed the same types of data, but from the perspectives of the whole group. The individual interviews were used to elicit data that needed to be explained more in detail from the diaries and the presentations. All the data obtained is broadly consistent with the data from the pretest and posttest, and it confirms that their abilities to deal with text-related problems and text-related difficulties improved. It is notable that this set of data reflects both individual and group efforts since the students worked as a team to deal with text-related problems and text-related difficulties in interpreting and re-expressing elements in the Collaborative Translation Project. This indicates that, during the process of collaboration among group members and with their peers' groups, the students developed their abilities to analyze the differences between the language pair, as well as their abilities to solve linguistic elements that were problematic for them. Although it is not easy to distinguish between the individual

efforts and group efforts, it is clearly seen how collaborative learning, including three main learning activities, collaborative editing, peer editing, and text revision, supported the students when they needed to make decisions to handle text-related issues, both the ones that they failed to notice and the ones that they noticed but couldn't solve by themselves. To be more specific, the students reported that they could better understand business terminology and interpreting words with multiple meanings in unfamiliar contexts, such as franchising, mortgage, and entrepreneurship. Additionally, their group members and their peer-editing group members assisted them to better notice some major and minor mistranslation and hard-to-read elements from their translation drafts. As a result, problematic issues in various language forms were detected and resolved, so the quality of their translation drafts were enhanced in terms of accuracy, completeness, smoothness, and layout.

The benefits of the collaborative project-based learning on developing students' abilities in the present study concur with other studies that proved to have enhanced students' overall translation competence (Fernández & Zabalbeascoa, 2012a; Galán-Mañas, 2011; Kiraly, 2005, 2013; Li, Zhang, & He, 2015; Mitchell-Schuitevoerder, 2011), and also demonstrated its advantages only on specific competencies, such as interpersonal competence (Barros, 2011) or instrumental and professional competence (Prieto-Velasco & Fuentes-Luque, 2016).

Importantly, the data yielded in this study provides convincing evidence that that teamwork in collaborative learning was beneficial for enhancing translation performance and the quality of their work, which was the translation of a business article. The results are consistent with previous studies that implemented other genres of translation tasks, such as specific-technical translation (Galán-Mañas, 2011), university website translation (Mitchell-Schuitevoerder, 2011), documentary sub-title translation (Kiraly, 2005), or short story translation (Birkan-Baydan & Karadağ, 2014).

In conclusion, these studies have clearly shown that the collaborative project-based learning approach can effectively enhance students' performance and can be implemented in different contexts of translation training.

Secondly, Learner's Diary in this study was used as an instructional tool with an objective to provide opportunities for the students to reflect on what they

learned and how they learned it during the translation process. In the diaries, a set of questions were asked, and to answer these questions, the students needed to rethink about text-related problems and text-related difficulties that they were dealing with at each stage of translation and also analyzed how they were resolved. Fox (2000) explained that translation analysis in the form of diaries encourages students to think critically and reflect on their tasks, which could enhance their decision-making process, one of the main components in translation competence. Analysis of translation problems and strategies to solve the problems has been widely accepted as a reflective activity that needs to be included in translation syllabus (Galán-Mañas, 2011; Gerding-Salas, 2000; Kelly, 2012; Lee, 2015; Li, 2014), and reflection has proved to be beneficial as a component in students' portfolios (Calvo, 2015; Galán-Mañas, 2016; J. Johnson, 2003; H. Li, 2006; Rico, 2010). Besides, reflection and critical thinking are fundamental features that could be consolidated to promote cognitive learning (Mitchell-Schuitevoerder, 2011).

Therefore, based on the findings of the present study and the previous ones, it can be concluded that the use of reflection can promote students' meta-cognitive awareness, a crucial element for the success of language learning (Akkakoson, 2012; Topping, 2009) and translation training (Fernández & Zabalbeascoa, 2012a, 2012b). In translation classrooms, reflection has been integrated as part of translation process in the forms of diaries (e.g. J. Johnson, 2003; Rico, 2011), or in similar learning tools such as meta-cognitive questionnaires (Fernández & Zabalbeascoa, 2012b). As further explained by Wenden (1998), students are given an active role when they are encouraged to reflect on and refine the knowledge about their learning, or the so-called 'meta-cognitive knowledge'.

Significantly, the present study demonstrates that reflection also accounts for enhancing 'transferable skills', the skills necessary for work readiness among learners in higher education (Bourner et al., 2014; M. Chong & Sum Ng, 2013). In translation training, these skills are in the forms of key elements of strategic sub-competence, which include decision-making and problem-solving abilities, self-awareness, evaluation skills (Fernández & Zabalbeascoa, 2012a), and critical thinking skills (Fox,

2000; Mitchell-Schuitevoerder, 2011). This set of skills, by all means, can be transferred to use in the different purposes and contexts in the future.

Thirdly, as mentioned previously that the two abilities discussed in this section, abilities to deal with text-related problems and abilities to deal with text-related difficulties are the main focus of this study. The objective of analyzing text-related problems is to reassure that the students are aware of the linguistic problems in a language pair while the analysis of text-related difficulties aims at stimulating them to focus on linguistic elements that were particularly problematic for them. It is noticeable that the students' abilities to solve text-related difficulties were more limited than the abilities to solve text-related problems. This finding can be explained that text-related problems can be categorized based on differences of the two languages, such as passive construction, impersonal pronoun-it, or transcribing proper names, so the way to analyze them are objective and more systematic. On the contrary, text-related difficulties, by their nature, are subjective as they depend on individuals' lack of knowledge and competence. Students with limited abilities of English and translation might find it too complicated to interpret words with multiple meanings or to analyze complex sentence structures in the English source text; hence, it is almost impossible to solve these difficulties by themselves. As Károly (2014) puts it, text-related difficulties should be paid attention to as they are possible sources for translational errors. EFL teachers who teach translation as a tool in English courses or translation as an end in itself in translation courses placed more importance to investigating recurring patterns of EFL students' errors and provided suggestions for pedagogical purposes (Károly, 2014; Kiriratnikom, 2005; Unaratana, 2005). Thus, it is suggested that one way to train students to be more competent in solving the difficulties is to create learning activities that encourage the students to analyze their own text-related difficulties during the process of translation, so that they can learn to perform self-monitoring and gain more awareness in their own translation and language use.

In conclusion, the students' abilities to analyze and solve text-related problems and text-related difficulties are just as important. The collaborative project-based learning approach for EFL learners should focus more on these two

abilities because they are key components that can enhance both the students' translation competence and metacognitive skills.

The next part discusses how the Collaborative Translation Project was designed and how collaborative project-based learning could facilitate student's abilities to carry out their translation projects and to deal with difficulties related to the working process in the context of EFL students taking translation courses.

5.2.1.2 Management of collaborative translation projects

Apart from the abilities to identify and solve text-related problems and text-related difficulties explained in the previous section, another key component of strategic sub-competence is the abilities to identify and solve performance-related difficulties, or the difficulties caused by specific working conditions while the translation project was carried out. Hence, this section discusses the Collaborative Translation Project in two aspects: how the project was developed for EFL learners and how collaboration promotes social interaction and the success of the project.

(1) Collaborative project design for the context of EFL learners

The CLPM in this study was developed from the framework of the collaborative project-based learning approach under social constructivism for translation classrooms, the framework originally introduced to the field of translation training and further researched by Kiraly (2000, 2001, 2003, 2005, 2012, 2014). However, in the present study, Kiraly's collaborative project-based learning approach was adjusted to suit the particular learning context, EFL learners enrolling in a business translation course as their English major or minor elective course.

Most studies demonstrated how to maximize authenticity in translation classrooms so as to challenge students in translation degree programs to carry out a project similar to those in the real world market and the students themselves got to experience all translation skills necessary for becoming professional translators. Kiraly himself introduced a whole-class authentic project work in translation degree programs using an actual translation commission with his undergraduate students in their seventh semester (Kiraly, 2001) and graduate students (Kiraly, 2005). Influenced

by Kiraly's work, some researchers incorporated an authentic translation project for the whole class to collaborate with each other, such as in a post-graduate degree program in translation (Mitchell-Schuitevoerder, 2011). With less experienced students, Galán-Mañas (2011) designed a class project for third-year undergraduate translation students.

Despite the notable success in the previous studies to empower the students and fully engage them throughout the process of learning, the notions of authenticity and actual translation commissions were not fully adopted in the design of the CLPM in this study. Compared to the students in translation programs who have spent more time to learn about theoretical knowledge and to practice skills in translation, English major or minor students this study had less years of experience in translation, and therefore, needed more preparatory activities in terms of translation practices as individual work and especially as teamwork. They also required some more basic knowledge about translation, not to mention more systematic support from the teacher about how to conduct a translation project, so that they could understand their roles as a team member and then could perform each task efficiently. From the studies of Barros (2011) and Galán-Mañas (2011), it is strongly recommended that the students be prepared before starting the project so that they have enough knowledge and skills for collaborative work in a large-scale project. It is necessary that students in an early stage of translation receive some training and support from the teacher in order to be ready to carry out the project efficiently. As Kelly (2008) explains about task design, the level of difficulty of the source text should suit the stage of the students' learning and experience. The teacher's role is a facilitator who provides space for the students to learn, from the planning to the final stage, so that the students can benefit most in the learning process (Kiraly, 1995; Pym, 2011).

Therefore, Thai students majoring or minoring in English in this learning context who had not much experience in translation were trained for a period of nine weeks before conducting the Collaborative Translation Project. During the training session, they were assigned to practice translating individually, in pairs, and in small groups, and also practice self-editing and peer editing from time to time. The project was a translation of an adapted business article text, assigned in a group

of three to four. Importantly, they were provided detailed steps, guidelines, and a clear timeframe for each activity, to reassure that systematic support suited their background knowledge and skills in translation. All the support aimed at facilitating them to be able to work collaboratively, and yet challenging them to work independently, by negotiating with each other and solving difficulties arising from some working conditions and collaboration by themselves.

(2) Social interaction and abilities to deal with performance-related difficulties

In this research, social interaction among the students was in the form of collaboration in conducting translation project, from the stage of planning, carrying on the project, and assessing translation drafts. As mentioned earlier, the project was designed for the EFL learners in this particular context, and it was obvious that the students appreciated its structure, especially with specific guidelines and detailed working steps to follow because it facilitated them to work step by step and know what the expected outcome from each step was. As Galán-Mañas (2011) suggests, careful planning for assessment and feedback, a detailed project specification, and systematic support from the teacher are crucial for students with not much experience in translation and collaborative work.

The results on how the students worked collaboratively to conduct translation projects and dealt with performance-related difficulties in this research are broadly consistent with studies presented by scholars who implemented the collaborative project-based learning approach in their own classroom settings (Galán-Mañas, 2011; Kiraly, 2005; Mitchell-Schuitevoerder, 2011; Robinson et al., 2017), confirming that this learning approach could promote social interaction and contribute to the students' collaboration as meaningful learning experiences.

Moreover, in the present study, the students valued the benefits of collaboration in the form of collaborative editing, peer editing, and revising of translation drafts. To give a brief example, it was reported that this project supported them to work together in doing text editing and text revision in order to improve the quality of their groups' translation drafts. As a result, they had a clearer

understanding of the source text and could develop their abilities of transferring meanings into the target language. This observation agrees with the work of the major trends in collaborative learning, such as the work of Galán-Mañas (2011), Kiraly (2005), and Robinson et al. (2017), proving that collaborative project-based learning could promote the role of social interaction with peers and could improve students' translation performance.

Despite the fact that collaborative learning in this study promoted teamwork and team decision skills, some difficulties occurred in the process of translation. It was clearly seen that the students needed to deal with performance-related difficulties, or problems arising from specific working conditions of each team, in order to complete some tasks in the project. Performance-related difficulties that the students had in this study were the issues of time management, disagreement, and commitment. Time management issues occurred since the students needed more time to work together, and disagreement issues occurred since the students had different ideas when trying to understand or convey the messages in the target language. These two difficulties were considered as positive for their learning because both showed that the students were engaged to discuss and share their ideas, face-to-face or online, with each other to produce a quality piece of translation; they did not just want to finish the task on their own or easily agree with one student's ideas without thorough consideration. These results are in agreement with other studies by researchers, such as Galán-Mañas (2011) and Kiraly (2005), confirming that when a well-designed collaborative project is assigned, students have a potential to perform tasks and solve difficulties in their own ways using team decision-making skills, with an attempt to achieve a mutual goal, which is to produce quality work.

In the present study, the difficulty related to group performance that did not yield positive effects was the issue of commitment, which occurred only in one group (Group 6) due to some members' lack of commitment at some stages, especially at the later part of the project.

By its characteristics, Group 6 was the group that had a great variation among the four members. First of all, they came from different class years and programs, so

their class schedules were different. Also, it was comprised of two members who got the two highest pretest scores, and the other two who got their pretest scores very close to the average. Regarding the project participation scores, the group leader got 100% while the other three got below the average and also the lowest scores of all the students. It is noted also that every member, including two repeaters who took only a few courses in that semester, spent their free time doing part-time jobs

The issue of commitment can be explained from several incidents. For instance, two members did not show up in the peer-editing class without informing the group leader, and no one shared their ideas with the group leader about translation problem analysis for the final presentation.

Interestingly, this group clearly reported in the group's presentation that most of their outside class meetings occurred via a Line group, to resolve the issues of time management and disagreement of ideas. A study on collaborative learning among Thai EFL learners revealed that communication technology allowed more flexibility than face-to-face discussion, and it was notably useful and practical for a group of learners who have different and busy schedule (Phadvibulya, 2006). Details about the use of communication technology will be discussed in item 5.2.2.2.

In sum, collaborative learning promotes social interaction in classroom and contributes to the success of the project. The students in the present study demonstrated the abilities to work together to perform tasks assigned in this project, from the planning, translating, editing, revising, and assessing the work process and the translation drafts. More importantly, they learned how to deal with difficulties that occurred when working collaboratively as a team, and came up with their own ways to solve their own performance-related difficulties.

The next section explains how collaborative project-based learning promotes learner autonomy and student engagement.

5.2.1.3 Learner autonomy and student engagement

The term 'learner autonomy' is usually associated with the term 'student engagement' since students are encouraged to explore new ideas by interacting with

each other through collaboration (Barkley, 2010), and in turn, collaboration will empower them to be active learners who are willing to interact with each other in their own learning (e.g. Kiraly, 2003, 2005). This section presents how the collaborative project-based learning approach could promote learner autonomy and engage the students.

(1) Learner autonomy

From the analysis of students' diaries, presentations, and interviews in this study, it is evident that while the students were working as a team to edit and revise their drafts in the process of translation editing and text revision, they demonstrated efforts to work together in order to identify and solve text-related problems and difficulties through their group discussions, not only by helping each other reread and revise their texts, but also by trying to explain to each other why specific elements were not understandable or acceptable and how those elements should be revised. It is noticeable that the students learned to understand and solve problematic elements by themselves through active participation and interaction, not just by asking for the teacher's explanations. As Kiraly (2013) explains, in the process of collaborative learning, learner autonomy is enhanced since students can change from 'passive recipient of knowledge from the teacher', to 'proactive seeker of knowledge', and through the process of collaboration, they become independent learners (Donnelly & Fitzmaurice, 2005; Robinson et al., 2017). This is in line with several other studies implementing collaborative learning in the form of project-based syllabus (Birkan-Baydan & Karadağ, 2014; Prieto-Velasco & Fuentes-Luque, 2016), confirming that learner autonomy could be enhanced in their translation classrooms.

(2) Student engagement

Evidence elicited from this study indicates that the students were engaged in their translation project since most of them tried to fully participate in group tasks and put mental efforts to monitor their tasks at hand. According to Barkley (2010), engagement is an integral part of motivation and active learning: active learning occurs when students examine new ideas and try to relate them with the knowledge

they already have, and when students are motivated, they are willing to invest attention and efforts in class activities.

As mentioned in previous sections, every group reported that they confronted the issue of *time management*, or having not enough time to work together in class, and *disagreement*, or having different ideas when they were trying to interpret some elements in the source text and to convey the messages into the target language. It is obvious that they paid attention and put efforts in solving difficulties when performing group tasks. To deal with time management, the students spent time outside class to revise their drafts face-to-face and online together, depending on their convenience and preferences. The solution to this issue reveals that they wanted to spend more time revising their drafts, not individually, but together as a group, discussing their ideas and solving translation problems together. When disagreement of ideas occurred, instead of easily compromising to finish the task, the students spent time expressed their ideas extensively in the group discussions. Besides, in doing reciprocal peer editing, the students shared ideas with their partner teams and discussed elements that were misunderstood or awkward. Even Group 6 who experienced the issue of commitment from group members attentively discussed ideas when they were working in class, and some disagreement of ideas for text revision also occurred. In conclusion, it is clearly seen that the students as collaborative group members made attempts to relate knowledge and skills they had earlier to resolve text-related difficulties they were dealing with in the source text and to revise their own drafts.

Apart from efforts they put in teamwork when sharing ideas and helping each other, the students, as individuals, were engaged in their learning. Most of them spent their time individually editing and revising their translations repeatedly, probably because this project had several clear, specified steps for them to do editing and revision. Some notable examples are 1a and 6a who mentioned in their diaries and interviews that this project encouraged them to reread the drafts several times to improve the quality of the drafts, and 3a who stated that this project boosted their confidence in sharing ideas with others even with classmates whom she was not very familiar with. Another obvious example is 5a who reported in her

diary that she had a better chance to actively participate in this group work, unlike other group projects that translation was allocated to high proficient students and she was responsible for something else, such as preparing PowerPoint slides. Moreover, the data appears to suggest that the students had positive attitudes towards this collaborative project. At the end of the project, every group mentioned, in their diaries and their presentations, that they were satisfied with their end products and had a sense of achievement.

It can be concluded that the CLPM could engage the students and promote learner autonomy. This is supported by the study of other researchers who confirmed that students are engaged when collaborative learning is implemented in translation training (Galán-Mañas, 2011; González-Davies, 2005; Kiraly, 2005; Mitchell-Schuitevoerder, 2011), as well as in language classrooms in Thai EFL learners' contexts (Chirasawadi, 2008; Kraus, 2009; Phadvibulya, 2006). As emphasized by S. Bell (2010) and Grant (2002), collaboration is one of the major 21st century skills that needs to be promoted in any fields of education.

In sum, the CPLM in this study constructed meaningful learning experiences for students as group members and as individual learners because it engaged the students to work together as autonomous learners with the teacher as a facilitator.

The next section discusses some interesting observations from the implementation of collaborative project-based learning in translation training for EFL learners.

5.2.2 The implementation of collaborative project-based learning for EFL learners in translation classrooms

The topics to be discussed in this section include assessment and feedback from the teacher and peers, roles of communication technology in collaborative learning, and limitations of the Collaborative Translation Project.

5.2.2.1 Assessment and feedback from the teacher and peers

In the present study, the assessment and feedback was performed not only by the teacher, but also by the students themselves in the process of

collaborative editing and peer editing. This section explains how the teacher assessed the students' work, and also how formal and informal feedback was given. Additionally, the assessment and feedback from peers, performed by the students themselves, are elaborated.

In terms of assessment from the teacher, the Collaborative Translation Project in this study was assessed by the use of *criterion-reference measurement*, a measurement method for evaluating both students' performance and their work products based on established criteria, since it has been proved to promote students' motivation and their attempt for their own best (Colina, 2003b; McNamara, 2000). Both formative and summative scores of this project were assessed by the teacher. Formative assessment places its importance on measuring the students' progress while summative assessment aims at measuring their accomplishment at the end of the project (J. Johnson, 2003). The formative scores in this project used *contract grading assessment*, meaning that points were given as the students completed the task, such as translation drafts and Learner's Diaries, or as they fully participated in activities during the process of translation, such as collaborative editing and peer-editing. The summative scores used *performance grading assessment*, meaning that the students' work, or their group's final draft translation, was graded based on the quality of the work. In other words, formative assessment, functioning as a tool that supports learning, informs the students their strengths and weaknesses and prepares them to know what is expected in the summative assessment (Madkour, 2016; Robinson et al., 2017).

Feedback from the teacher during the Collaborative Translation Project in this study, both formal and informal ones, was provided at the appropriate time since timely feedback is important for the students to learn what problem areas they should work on and how they could improve in the next step (Harlen, 2006). The formal feedback was in the forms of checklist and summative scores, such as Learner's Diaries and translation drafts. Some descriptive feedback was also given to some of their work submitted, such as text analysis and working plans in their first presentations, or artifacts posted in their web-based project portfolios. The objectives of the teacher's feedback were to inform the students what should be

improved and to encourage them to continue their work in the following steps. The informal feedback was given in class in the form of conversations. During class activities, such as collaborative editing or translation revision, students sometimes asked the teacher about their decisions to solve text-related problems or difficulties, but instead of answering those questions, the students were encouraged to discuss more with their group members and help each other to find the answers as it is believed that the students should be challenged to make decisions by working with their peers (Galán-Mañas, 2011; Kiraly, 2012; Mitchell-Schuitevoerder, 2011). As confirmed by scholars in higher education, such as Donnelly and Fitzmaurice (2005), group discussions allow students to become more proficient in a skill by interacting and explaining new ideas with each other. Therefore, some guidance was provided only when it was really necessary, and the feedback provided was supposed to support the students, yet enable them to meet their potential challenge to find solutions to problematic issues by themselves because learner independence is one of the main objectives in this approach (Kiraly, 2000).

The assessment and feedback performed by peers in this study was in the forms of collaborative editing (editing their own groups' translations) and peer editing (editing their peers' translations). Both the editing forms consist of three scales (proficient, fair, and needs to be improved) for the students to assess their own group's translations (See appendix G) and their peers' translations (See appendix F). The results of the assessment were used to encourage the students to monitor themselves and help each other throughout the process of learning. As explained by Colina (2003b) and Hatim and Mason (1997), feedback from formative assessment is part of the learning process and can improve students' translation skills. Literature both in the fields of translation pedagogy (such as Koraly, 2017; Madkour, 2016; Rico, 2010; Robinson, Olvera-Lobo, & Gutiérrez-Artacho, 2017) and in the field of language teaching (such as Andrade & Valtcheva, 2009; Shokri, 2010; Topping, 2009) has proved that integration of peer assessment and feedback into the process of learning yields great benefits in a variety of learning contexts. For example, Madkour (2016) discovered that engagement could be enhanced when students were involved in the assessment and feedback process of their translation project work.

In this study, the students were prepared to give feedback to their peers before the project started by the practices of collaborative editing and peer editing. The usefulness of peer feedback in this project not only increased the students' abilities to solve text-related problems and difficulties, but also engaged them in social interaction. The students themselves became active learners while they were giving and responding to feedback by peers (See details in 5.2.1). The results in the present study agree with major scholars in translation pedagogy, such as Mossop (2007) and J. Johnson (2003), and also English language pedagogy, such as N. Diab (2011), Jesnek (2011), and Lundstorm and Baker (2009), who state firmly that feedback from peers contributes to development of students' performance and quality of their work. According to Topping (2009), peer assessment is a complex task because it needs proper training and monitoring from the teacher, but when implemented with careful planning, it can effectively promote metacognitive skills and personal skills, and also support the students in identifying their own strengths and weaknesses.

Hence, it can be concluded that providing effective assessment and timely feedback is one of the support that can facilitate students to advance their own levels of achievement. More importantly, when a collaborative translation project is assigned, self- and peer- generated assessment and feedback should be incorporated in order to make the students' learning experiences more meaningful.

5.2.2.2 Roles of communication technology in collaborative learning

The Collaborative Translation Project in this study integrated online communication methods into the process of learning in order to facilitate the students' collaboration because interaction and communication are significant in collaborative group work (D. Johnson & Johnson, 2003), and effective use of communication technology can enhance the success of collaborative learning (Kenny, 2010; Phadvibulya, 2006). In this study, the formal communication channels were Google Classroom and Line. Non-formal ones were Line and Facebook Messenger. This section discusses all the online communication methods used in the CLPM.

(1) *Formal communication methods*

Google Classroom as a learning management system (LMS) created by Google was originally planned to serve as a main online communication method for this course with three main purposes: (1) as the platform for the teacher to post class materials, written feedback, and links to web-based project portfolios; (2) as the discussion forum for the students to share ideas on translation during the training session before the project started, and (3) as the online communication channel to communicate between the teacher and the students. However, it was found that Google Classroom could serve only the first two purposes. It was conveniently used both for the teacher and the students to refer to any class materials or any written feedback, and also to get the links to the students' group portfolios. Also the students did online translation practices, such as how to solve text-related problems, in the discussion forum before the project started. In doing so, different ideas could be shared and learned, and also these ideas were used for face-to-face discussions in classroom. However, the use of Google Classroom as the online communication channel was not very effective because it was difficult to communicate and get timely responses from the students. To use Google Classroom as a synchronous communication channel, it requires the students to download the Google Classroom application on their mobile phones, turn the notification 'on', and also check it when the application notifies that there is an incoming message. Therefore, when Google Classroom was used in the present study, the teacher's announcements sometimes did not reach the students as constantly and timely as it was planned. As a result, after the project started for two weeks, a Line group was created by the teacher for this purpose instead, and it was found that the Line group was easier to reach the students and get quick responses.

In fact, there was a drawback of this decision. Google Classroom itself can be more effectively used than the Line group because Google Classroom was the platform for posting class handouts and written feedback on the students' work, and there were also links to all groups' portfolios. However, when the teacher noticed that the students did not respond to the posts at the appropriate time, a Line group, as a new communication channel, was used instead. To explain this issue, several

studies reported success of designing online communication in different learning contexts; for example, the use of course newsgroup discussion designed for graduate students in distance education (Polin, 2004), or the use of online communication in a hybrid network technology-enhanced language learning module designed for EFL students in English classroom settings (Phadvibulya, 2006). It was further explained that a form of online communication that can connect students quickly and conveniently is likely to engage them and promote team cohesion because the students get a chance to learn or join group discussions at their convenient time (Chirasawadi, 2008; Phadvibulya, 2006), so the teacher must be sensitive to any challenges from the use of communication technology and provide support when necessary (Ward & Tiessen, 1997).

In conclusion, an online communication method to be used in any classroom settings must be carefully evaluated as to fit learning objectives, class activities, and learning styles of particular groups of students. Some aspects on drawbacks from the use of communication technology in the CPLM are further discussed under the topic of the use of web-based portfolios in item 5.2.2.3.

(2) Non-formal communication methods

Data from the groups' final presentations and individual interviews reveals that there were two non-formal online communication channels, Line groups and Facebook Messenger groups, created by the students themselves to communicate among their own group members. Every group in this study used either one of them to contact with each other, update and follow up on work progress, and send work files. D. Johnson and Johnson (2003) explain about group theory that success of collaboration mainly depends on effective communication of group members, and Ward and Tiessen (1997) also emphasize that collaborative projects require a shared workspace where participants have equal access.

In this study, five out of six groups reported that it was not convenient to discuss and brainstorm ideas about translation drafts via Line or Facebook Messenger, so they preferred face-to-face meetings and spent their free time to meet and discuss their work. On the contrary, Group 6 said they used online communication more and only a few short face-to-face meetings were called.

To shed some light on the use of online communication for collaborative work, Kenny (2010) explored how online collaboration was used in translation classes and found that the students preferred discussing their work in the form of face-to-face interaction to resolve text-related difficulties, but online communication was mainly used for social and personal topics. The communication preference of Group 6 can be explained that the group members studied in different class years and different programs, so it was difficult for them to set a face-to-face meeting outside class time. Hence, online communication methods facilitated them to collaborate with each other.

In sum, despite the differences in communication preferences, group members in this study managed to find communication methods that best suit their needs and showed an attempt as group members to communicate with each other for the success of their collaborative translation projects.

5.2.2.3 Limitations of the Collaborative Translation Project

Two assigned tasks that need further discussions since they are considered limitations of the Collaborative Translation Project in this study are web-based project portfolios and Learner's Diary.

(1) Web-based project portfolios

Studies have found that portfolios are useful as a tool for competence development and assessment in translation classrooms (Calvo, 2015; Galán-Mañas, 2016; J. Johnson, 2003; H. Li, 2006; Rico, 2010); therefore, in this study, web-based project portfolios were used to promote process-oriented learning. Each group was assigned to create one web-based portfolio and update it by posting their work and put a tick in the working plan chart when a task was completed. There were several advantages from the use portfolios in this study. Each student learned to monitor their group work progress because the online work schedule chart could be used to remind them of deadlines for work submission, and on the chart a finished task was ticked off. The portfolios were also a storage system that the students' work files, such as those of text analysis and translation drafts, were constantly posted and updated, so the files could be shared among group members and with the paired

group whenever they were needed. The teacher also benefited from the web-based portfolios since all the artifacts were systematically stored and conveniently retrieved, and the students' work progress could be monitored and marked at any place and time. Translation classes in different learning contexts have been encouraged to use portfolios since the benefits are undoubtedly appreciated. For example, portfolio use places its focus on the learning process, and the teacher can observe what the students have learned and what they are able to perform (Rico, 2010). Significantly, portfolios can effectively engage the students, as well as empower their learning experience (J. Johnson, 2003).

However, there were two drawbacks of web-based portfolio use in this study. The first one is related to technical issues. Some groups mentioned in the presentations and the interviews that portfolios were not easy to use. Although there was a tutorial session and each group could manage to create one web-based portfolio, there were some functions that needed to be learned at a time when the students wanted to update, change page layouts, or decorate it. Consequently, it took the students extra time to learn some specific techniques by themselves, such as adding pages in their desirable formats or changing any post formats. Some students, then, mentioned that it was quite difficult to use them as part of the translation project. Similarly, such resistance to technology caused frustration and challenges when the students were assigned to create web-based portfolios for the first time (Hung, 2012; Lin, 2008).

The second drawback is the use of a comment box for giving feedback. Portfolios in this study were not successfully used to give synchronous comments or feedback as had been planned because the students found that it was not very convenient for them, and also some students did not have a good internet service at home. To solve this problem, a comment box at the end of portfolio pages that had been planned to be a channel for the teacher to give feedback and for group members to share ideas was not used. Instead, feedback sheets from the teacher were posted in Google Classroom and were also distributed in the form of a hard copy in class to make sure that every member of the groups could clearly understand the feedback.

According to Blumenfield et al. (1991), technology can function as strategic support for project work, from managing the data, to monitoring work process, communicating among group members and with the teacher, and presenting the work in progress and the end-product. Web-based project portfolios are designed to serve all these purposes; however, this study did not to fully use the function of communication from the portfolio, and it was replaced by other forms of communication. It is, therefore, interesting to explore in future research how this function can be promoted to use among students so that their learning can be fully supported by this form of technology.

Some other concerns also arise when paper-based or web-based portfolios are implemented in translation and other classroom settings. For example, there is an issue of assessment scheme. Evidence revealed that students sometimes felt unease with the requirements of the new assessment framework (Chang & Tseng, 2009; Rico, 2010). Additionally, when portfolios were assigned in a group of students with limited experience in translation, it was reported that some students preferred a traditional way of noting down teachers' comments in classrooms (H. Li, 2006). In the present study, however, there was no such trouble, probably because portfolios were used only as a small-scale component of the translation project and evaluated as a participation score. จุฬาลงกรณ์มหาวิทยาลัย

As explained by Galán-Mañas (2016), the use of portfolios, both digital and paper-based ones, requires close collaboration between the teacher and the students and also a sustained effort from the students to create, update, and assess it. Importantly, an effective ongoing communication with the students is necessary. Chappuis et al. (2012) emphasize that the students need to understand the benefits of portfolio keeping and how their work will be assessed from the beginning of the project, in order to set their goals and directions, make adjustment, and also perform the assessment of their own work. Phadvibulya (2006) suggests that it is the teacher' role to observe when the students need help and decide the degree to which the support should be provided.

In this study, closer monitoring of technical problems from portfolio use and instant technical guidance should be provided throughout the project. Also, clearer

instructions on using the comment box, such as when and how to respond to the teacher's feedback, must be given. Formative assessment in a form of participation scores can possibly be applied.

All in all, effective use of portfolios needs to be carefully planned in terms of its objectives, requirements, assessment criteria, and in case of digital ones, continual and sufficient technical support and monitoring from the teacher is very necessary.

(2) Learner's Diary

Learner's Diary is a learning tool widely used as a reflective task for translation in a variety of learning contexts in different forms and terms, such as diaries (Fox, 2000), learning journals (Lee, 2015), meta-cognitive questionnaires (Fernández & Zabalbeascoa, 2012a), blogs (Mitchell-Schuitevoerder, 2011), and final reports (Galán-Mañas, 2011). In this study, the students were assigned to write three diaries by responding to guiding questions in three parts: analysis of text-related problems, analysis of text-related difficulties, and analysis of work process (See Appendix E). As an individual task in the project, diaries of each student were submitted privately to the teacher via Google Classroom, and the assessment of the diaries appeared on a checklist for participation scores.

However, the students' feedback on the use of diaries in this study turned out not to be very satisfactory. Although only one student mentioned that the diary writing activity was extra work that should be revised, data from the analysis of the students' diaries clearly shows that there were a few students who skipped some parts or failed to submit some diaries, and two students did not submit any diaries at all. Also, it can be observed that some students did not put much effort in reflecting on the work process. Evidence seems to suggest that the students did not much realize the importance of writing reflections through the Learner's Diaries. It is probably because the diary was marked as 'contract grading' (the students got the score when they completed and submitted each diary on time, not by the quality of their ideas) and the scores for diary submission was very little, compared to the time to be spent on it.

Keeping diaries is a learning activity that engages students and helps them care about what they are learning. Also, being aware of what they are learning and constantly monitoring their tasks can enhance students' metacognitive skills (Barkley, 2010; Rico, 2010). Hence, the teacher, as a facilitator of their learning, should find some practical ways to encourage the students to put efforts on diary writing during the project implementation. In this study, a possible solution to make diary writing more meaningful learning experience is to give timely feedback in a form of suggestions as a guideline for them to solve text-related problems and difficulties. Besides, for the reflections on their work process, criteria for marking need to be clearer and communicated to the students. As suggested by Galán-Mañas (2011), assessment scales should be created for every task, even for the ones that are not graded. Also, descriptive comments should be provided to the students' diaries at the first time of their submission, and probably more feedback should be given to particular students who do not clearly understand what is expected. In doing so, it can send a message to the students that diary writing is considered an important element of their translation process.

In conclusion, this section discusses effects of the collaborative project-based learning approach on the development of strategic sub-competence in the context of EFL learners in their translation classrooms. To be more specific, this learning approach, when designed to suit the learning context, can enhance students' abilities to deal with translation problems through the process of collaboration. Collaborative project-based learning can also facilitate students to work as a team to manage translation projects and deal with performance-related difficulties. Also, it can create learning environments that engage the students, and at the same time promote learner autonomy and metacognitive skills. Additionally, the last part of the discussion focuses on the issues that need to be considered when the collaborative project-based learning approach is implemented: how communication technology can be well-integrated to project implementation and some consideration to incorporate web-based project portfolios and diary writing in collaborative translation projects.

5.3 Implications of the findings

This section proposes implications of the study for those who are considering how to implement the collaborative project-based learning approach for EFL learners in the context of translation classrooms.

1. The collaborative project-based learning approach can be implemented in different contexts of translation classrooms, both for students in translation programs and students in foreign language programs. However, course design and project design must suit particular contexts of learning, especially course objectives and student profiles. For example, students in translation programs with solid background knowledge and experience in translation and conducting translation projects can benefit from a project with a large number of team members or a whole class working together in an authentic project from translation commissions. However, for EFL learners with less background knowledge and years of experience in translation practices, their projects need to be supported by clear steps and guidelines, and also more systematic support and feedback from the teacher. It is also recommended that the teacher provide timely feedback on each draft, especially on the analysis of text-related problems and difficulties from Learner's Diaries, as it can give some ideas for the students to know what should be the next step for improving their translation drafts.

2. As it is widely accepted by academics in a variety of subject disciplines, students can learn best when they are encouraged to use their own potentials to collaborate with each other: working together and helping each other to resolve difficulties from assigned tasks. Peer editing is an activity that should be promoted as part of all translation projects because it has been proved that students with any levels of translation competence and language proficiency can learn from each other from the editing. However, for students with not much experience in translation, editing practices with simpler and shorter texts should be introduced before text editing activities as part of a collaborative project. For a group of students with a certain level of experience, such as students in later semesters in undergraduate translation programs or those in graduate translation programs, they can be more

challenged by incorporating peer assessment as part of project evaluation. Nevertheless, communication with students on the objectives and procedures, particularly assessment plans of any learning activities, is an important factor for the effective implementation of any learning tasks.

3. It is noticeable that EFL learners who take translation courses as their major or minor still have to deal with difficulties in interpreting meanings of words or phrases in specific contexts that are new to them, such as financing or recruitment, and also from understanding unfamiliar complex sentence structures. Hence, it is recommended that a training session designed to equip the students with knowledge and skills necessary for carrying out a translation project should place more importance on the use of translation resources, particularly the online ones. Researching skill, which is one of the abilities in strategic sub-competence, can compensate for deficiency of the students' second language competence and knowledge of specialized subjects.

4. As a facilitator in translation classrooms, the teacher needs to carefully plan, monitor, and assess any ongoing tasks or activities included in a collaborative project. For example, to make use of communication technology to support collaboration, there are now a plenty of online discussion forums that can be used to facilitate students to share useful translation resources and support each other throughout the process of learning. It is necessary that the teacher select the most appropriate system for the particular learning context, design learning activities that can fully engage them, and monitor its use during the implementation. When the channel or the task that is currently used seems impractical, the teacher must be sensitive enough to know and decide how to adjust the activities or how to replace the channel. Additionally, online sharing and feedback giving from peers, of course, require extra time and efforts from the students, but if the benefits are clearly communicated and that online communication channel is affordable and convenient enough, the students can be facilitated and convinced to invest their time and efforts for their learning.

5.4 Recommendations for further research

This section proposes recommendations for researchers who are interested to conduct studies on collaborative project-based learning in their translation courses.

1. The research in this study employed a one-group pretest posttest design which is considered rather weak when it aims at investigating effects of a learning approach on the development of strategic sub-competence or any translation sub-competencies. Therefore, to control extraneous variables, research should be carried out with a control group and an experimental group, and participation of the study should also be randomly selected. Randomization of experimental and control groups is the best way to control threats to external validity of research, which limit the generalization of experimental results.

2. The number of the students is a limitation of this study. Research studies with a higher number of students will be able to provide more reliable quantitative data, such as scores of the pretest and posttest and translation tasks, or the total scores of the projects. Also, it is interesting to investigate what kinds of help low proficiency students need, compared to the ones that high proficiency students need. Those scores can divide the students into a high group and a low group in order to shed more light on the effectiveness of collaborative project-based learning

3. The notion of engagement is a key factor that can determine how successful collaborative learning approach is, so future research can focus more on measuring levels of student engagement using quantitative data analysis, such as a questionnaire, so that it can be compared with their performance scores, i.e. translation test scores or participation scores. Quantitative data obtained can also be used as a guideline for semi-structure interviews at the end of the project.

4. Since collaborative learning focuses on social interaction among learners (Kiraly, 2005), it is a good idea to investigate the students' collaboration using interaction patterns to explore how students interact with each other, and the data can be associated with the students' performance.

5. The peer-editing activity is useful and can provide rich data for researchers. Class observation and video recording can collect only some dimensions

of collaboration, other tools or methods to collect data can be used; for example, translation drafts and notes that the students used in the peer-editing session could be collected for data analysis.

5.5 Conclusion

The collaborative project-based learning approach under the social constructivism is acknowledged as an effective learning approach in translation training mostly in the context of translation degree programs. In this study, this learning approach was implemented in the form of the Collaborative Project-based Learning Module (CLPM), particularly designed for EFL undergraduate learners who took a business translation course as their elective major or minor course. On the basis of the evidence currently available, it can be concluded that the CLPM supported EFL learners in this context to improve their strategic sub-competence, which includes abilities to identify and solve text-related problems and text-related difficulties, and also abilities to deal with performance-related difficulties that occurred during the implementation of a collaborative translation project. These strategies require problem-solving and decision-making skills, the skills that can be transferred to their work in the future. As novice translators, the students also learned how to work step by step to carry out the translation project as a team effort. Importantly, the students valued the collaboration among themselves, especially collaborative editing, peer editing, and revising translation drafts. The CLPM was reported to help them improve the skills necessary for translation, such as understanding problematic elements or unfamiliar structures, revising hard-to-read instances in their translation, and using translation resources to solve problems. The students also appreciated this translation project since it offered them opportunities to fully participate by sharing ideas and helping each other to deal with challenges throughout the work process. It seems fair to conclude that the CLPM engaged the students to be active and autonomous learners, with the teacher as a facilitator in their learning process.

APPENDICES



Appendix A: Lesson Plans

Week 1/1 (Session 1)

Task 1: Course introduction (50 minutes)

Objective(s): Students will be able to identify course objectives, content, assignments, and assessment criteria of the course.

Class activities:

1. The teacher explains details of the course: course objectives, course content, assessment criteria, as well as regulations set for the course.
2. The teacher allows time for questions related to the course.

Material(s): Handout: course syllabus

Evaluation: N/A

Task 2: Pre-course survey (40 minutes)

Objective(s): The teacher gets to know about the students.

Class activities: Students do the pre-course survey about their experience and preferences in translation and translation training.

Material(s): Pre-course survey

Evaluation: N/A

Homework: The students are assigned to read business texts in Lesson 1 and prepare for discussion.

Week 1/2 (Session 2) (In the computer lab)

Task: Translation pretest (90 minutes)

Objective(s):

1. Students' translation skills and knowledge are assessed before the course begins.
2. The teacher gets information about individual students' translation knowledge and skills.

Class activities: The pretest is conducted in the computer lab.

Material(s): Translation pretest

Evaluation: N/A

Homework: N/A

Week 2/1 (Session 3)

Lesson 1: Types of business texts and translation methods

Task: Types of business texts (90 minutes)

Objective(s): Students will be able to identify different types of business texts

Class activities:

1. Students work in a group of 4 to match the business texts with the terms provided (news story, feature story, article, promotion literature, memo, letter, report, transaction document, financial document).
2. Each group presents their ideas in front of class.
3. Class discusses types of texts, as well as the sender's intention, language style, text composition, and media.

Material(s): Handout - Lesson 1 (Types of business texts and translation methods)

Evaluation: Exercise in the handout and the students' presentations

Homework: Students read the two versions of Thai translation of 'Jonathan Livingston Seagull' in Activity 2 and find the differences between them.

Week 2/2 (Session 4)

Lesson 1- Types of business texts and translation methods (continued)

Task: Translation methods (70 minutes)

Objective(s): Students will be able to explain the characteristics of the communicative translation method.

Class activities:

1. Students tell which Thai translations in Activity 2 they prefer and explain why.
2. Class discusses the differences between the two translations, in terms of contents, use of words and phrases, and sentence structures.
3. Students compare the two translations, in terms of their content, use of words, and sentence structures.
4. Class discusses the answers.
5. The teacher explains characteristics and the use of semantic and communicative translation methods.
6. Students do Activity 3 (business texts and the translation method used), and class discusses the answers.

Material(s): Handout - Lesson 1 (Types of business texts and translation methods)

Evaluation: Activities in the handout

Lesson 2- Types analysis for translation

Task: Text analysis for translation (20 minutes)

Objective(s): Students will be able to list factors for analyzing texts before translation.

Class activities: Class brainstorms and discusses to get a list of factors necessary for analyzing texts before translation.

Material(s): Handouts - Lesson 2 (Text analysis for translation)

Evaluation: N/A

Homework: Students read about factors in the handout to prepare for the next class.

Week 3/1 (Session 5)

Lesson 2- Text analysis for translation (continued)

Task: Text analysis for translation (90 minutes)

Objective(s):

1. Students will be able to describe factors for analyzing texts before translation.
2. Students will be able to analyze texts according to the assigned factors.

Class activities:

1. Students see examples of texts and discuss each type of factor for text analysis.
2. The teacher explains key concepts of each factor.

3. Students do exercises in the handout to practice analyzing text in each activity in the handout.
4. Class discusses possible answers in each activity.

Material(s): Handouts - Lesson 2 (Text analysis for translation)

Evaluation: Activities in the handout

Homework: Students read the handout to prepare for the next class.

Week 3/2 (Session 6)

Lesson 2- Text analysis for translation (continued)

Task: Text analysis for translation (90 minutes)

Objective(s):

1. Students will be able to describe factors for analyzing texts before translation.
2. Students will be able to analyze texts according to the assigned factors.

Class activities:

1. Students see examples of texts and discuss each type of factor for text analysis.
2. The teacher explains key concepts of each factor.
3. Students do exercises in the handout to practice analyzing text in each activity in the handout.
4. Class discusses possible answers in each activity.

Material(s): Handouts - Lesson 2 (Text analysis for translation)

Evaluation: Activities in the handout

Homework: Students analyze factors for translation ST-1: 5 Insurance policies everyone should have.

Week 4/1 (Session 7)

Lesson 3- Translation editing

Task: Translation editing (90 minutes)

Objective(s):

1. Students will be able to explain the criteria for editing and assessing translation: accuracy, completeness, smoothness, tailoring, mechanics, and layout.
2. Students will be able to analyze the translation according to the given criteria.

Class activities:

1. Students read the criteria for editing and assessing translation in the editing form.
2. The teacher explains key concepts of the criteria.
3. Students work in groups of 3-4 to discuss the error samples in each criterion and explain in class why those examples should be revised.
4. Class discusses the answers, and the teacher summarizes the criteria for translation editing.

Material(s): Handouts - Lesson 3 (Translation editing)

Evaluation: Class activity

Homework: Students do a translation task (ST-1: Tourism in Japan) as homework.

Week 4/2 (Session 8) (In the computer lab)**Lesson 4: Translation resources****Task:** Use of translation resources: usefulness and trustworthiness (90 minutes)**Objective(s):**

1. Students will be able to use translation resources in performing translation tasks.
2. Students will be able to explain usefulness and trustworthiness of translation resources.

Class activities:

1. Each student lists two translation resources they often use when doing English-Thai translation and also give reasons. Students post their answers in the Google Classroom discussion board.
2. Class discusses the answers.
3. The teacher introduces the use language resources: bilingual and monolingual dictionaries.
4. Students do exercises by using online dictionaries to find appropriate meanings of the word 'founder' in different contexts, and write down the answers in Google Classroom.
5. Class discusses the answers.
6. The teacher introduces online language resources that can be useful for the students.
7. The students use Cambridge Dictionaries Online to match the meanings of the word 'trust' from the dictionaries to the word in the sentences given.
8. Class discusses the answers.
9. Class discusses the use of thesaurus and collocation dictionaries.
10. Students do an exercise to transcribe proper names.
11. Class discusses how the proper names can be transcribed properly.

Material(s): Handout – Lesson 3 (Translation resources)**Evaluation:** Teacher's observation and activities in the handout**Homework:** Activity in the handout (Transcribing English proper names into Thai)**Week 5/1 (Session 9)****Lesson 4: Translation resources** (continued)**Task:** Summary of translation resources: usefulness and trustworthiness
(20 minutes)**Objective(s):**

1. Students will be able to use translation resources in performing translation tasks.
2. Students will be able to explain usefulness and trustworthiness of translation resources.

Class activities:

1. Class discusses answers of Activity 6 (transcribing proper names).
2. The teacher summarizes the main points of trustworthiness of translation resources.

Material(s): Handout – Lesson 3 (Translation resources)

Evaluation: N/A

Lesson 5 - Translation problems and strategies

Task: Translation problems and strategies (70 minutes)

Objective(s):

1. Students will be able to identify translation problems from English source texts.
2. Students will be able to list strategies used in translation.

Class activities:

1. Students read the handout and work in groups (of 3-4) to discuss the differences between an English sentences and the Thai translation provided.
2. Each group presents their ideas about the problems to the class.
3. The teacher gives feedback and presents the terms for the translation problems and strategies.
4. Each group work together to solve problems from the exercises in the handout.
5. Class discusses the solutions from each group.

Material(s): Handout – Lesson 5 (Translation problems and strategies)

Evaluation: Activities in the handout

Homework: Students practice translation of sentences with translation problems in the handout.

Week 5/2 (Session 10)

Task: Feedback and discussion on the students' translation (ST-1) (40 minutes)

Objective(s): Students will be able to identify problems occurred in the translation task.

Class activities: Class discusses errors students made and translation problems in the translation task.

Material(s): ST-1: 5 Insurance policies everyone should have

Evaluation: N/A

Homework: Students do a translation task (ST-2: 5 Insurance policies everyone should have) as homework.

Lesson 5 - Translation problems and strategies (continued)

Task: Translation problems and strategies (50 minutes)

Objective(s):

1. Students will be able to identify translation problems form the given texts.
2. Students will be able to apply strategies in doing translation.

Class activities:

1. Class discusses the students' translations of the sentences with translation problems.

2. The teacher presents the terms for the translation problems and strategies.
3. Students translate sentences and identify translation problems from the exercises in the handout.
4. Class discusses the translation and solutions.

Material(s): Handout – Lesson 5 (Translation problems and strategies)

Evaluation: Teacher’s observation and activities in the handout

Homework: Students practice translation of sentences with translation problems in the handout.

Week 6/1 (Session 11)

Lesson 5 - Translation problems and strategies (continued)

Task: Translation problems and strategies (90 minutes)

Objective(s):

1. Students will be able to identify translation problems from the given texts.
2. Students will be able to apply strategies in doing translation.

Class activities:

1. Class discusses the students’ translations of the sentences with translation problems.
2. The teacher presents the terms for the translation problems and strategies.
3. Students translate sentences and identify translation problems from the exercises in the handout.
4. Class discusses the translation and solutions.

Material(s): Handout – Lesson 5 (Translation problems and strategies)

Evaluation: Teacher’s observation and activities in the handout

Homework: Students practice translation of sentences with translation problems in the handout.

Week 6/2 (Session 12)

Lesson 5 - Translation problems and strategies (continued)

Task: Translation problems and strategies (90 minutes)

Objective(s):

1. Students will be able to identify translation problems from the given texts.
2. Students will be able to apply strategies in doing translation.

Class activities:

1. Class discusses the students’ translations of the sentences with translation problems.
2. The teacher presents the terms for the translation problems and strategies.
3. Students translate sentences and identify translation problems from the exercises in the handout.
4. Class discusses the translation and solutions.

Material(s): Handout – Lesson 5 (Translation problems and strategies)

Evaluation: Teacher’s observation and activities in the handout

Homework: Students practice translation of sentences with translation problems in the handout.

Task: Feedback and discussion on students' translation (ST-2) (40 minutes)
Objective(s): Students will be able to identify problems occurred in the translation task.
Class activities: Class discusses errors students made in the translation task.
Material(s): Source text-3: Tips for entrepreneurs to start a business
Evaluation: N/A
Homework: Students do a translation task (ST-3: Malaysia's changing tourism market) as homework.

Week 7/1 (Session 13)

Lesson 5 - Translation problems and strategies (continued)

Task: Translation problems and strategies (90 minutes)
Objective(s):

1. Students will be able to identify translation problems from the given texts.
2. Students will be able to apply strategies in doing translation.

Class activities:

1. Class discusses the students' translations of the sentences with translation problems.
2. The teacher presents the terms for the translation problems and strategies.
3. Students translate sentences and identify translation problems from the exercises in the handout.
4. Class discusses the translation and solutions.

Material(s): Handout – Lesson 5 (Translation problems and strategies)

Evaluation: Teacher's observation and activities in the handout

Homework: Students practice translation of sentences with translation problems in the handout.

Week 7/2 (Session 14)

Task: Feedback and discussion on students' translation (ST-3) (40 minutes)
Objective(s): Students will be able to identify problems occurred in the translation task.

Class activities: Class discusses errors students made in the translation task.

Material(s): Source text-3: Malaysia's changing tourism market

Evaluation: N/A

Homework: Students do a translation task (ST-4: Business Strategies from First-Time Entrepreneur: Laura Riehm) as homework.

Lesson 5 - Translation problems and strategies (continued)

Task: Translation problems and strategies (50 minutes)
Objective(s):

1. Students will be able to identify translation problems from the given texts.
2. Students will be able to apply strategies in doing translation.

Class activities:

1. Class discusses the students' translations of the sentences with translation problems.
2. The teacher presents the terms for the translation problems and strategies.
3. Students translate sentences and identify translation problems from the exercises in the handout.
4. Class discusses the translation and solutions.

Material(s): Handout – Lesson 5 (Translation problems and strategies)

Evaluation: Teacher's observation and activities in the handout

Homework: Students practice translation of sentences with translation problems in the handout.

Week 8/1 (Session 15)

Task: Quiz#1: English-Thai translation (90 minutes)

Objective(s): Students' abilities in translation (i.e. translation skills, problem identification, and strategy application) are assessed.

Class activities: The quiz is administered in class.

Material(s): Quiz#2: English-Thai translation (a short business article)

Evaluation: N/A

Notes: This quiz is worth 5% of the course evaluation.

Week 8/2 (Session 16)

Task 1: Feedback and discussion on students' translation (ST-4) (50 minutes)

Objective(s): Students will be able to identify problems occurred in the translation task.

Class activities: Class discusses errors students made in the translation task.

Material(s): ST-4: Business Strategies from First-Time Entrepreneur: Laura Riehm

Evaluation: N/A

Task 2: Dos and Don'ts in collaborative editing and peer-editing (40 minutes)

Objective(s): Students will be able to list what to do and what not to do for effective collaborative editing and peer-editing.

Class activities:

1. Class discusses why editing is important.
2. Students work in groups, discussing what group members should and should not do in group work.
3. Students present their ideas.
4. Class discusses students' ideas in order to make a to-do and not-to-do list as an agreement for collaborative group work.

Material(s): N/A

Evaluation: Teacher's observation

Week 9/1 (Session 17)

Task 1: Summary of dos and don'ts in collaborative editing and peer editing (20 minutes)

Objective(s): Students will be able to list what to do and what not to do for effective collaborative editing and peer editing

Class activities: Class discusses the agreement on collaborative editing and peer-editing

Material(s): Supplementary handout: Classroom Agreement on Collaborative Editing and Peer-editing Activity

Evaluation: N/A

Task 2: Editing practice (70 minutes)

Objective(s): Students will be able to assess and edit translation work

Class activities:

1. Students read the English source text and the Thai translation to find errors and revise it.
2. The teacher observes and facilitates the practice.
3. Class discusses some elements and criteria in the exercise.

Material(s): Supplementary handout – Editing Practice

Evaluation: Teacher's observation

Homework: Students continue the editing practice as homework.

Week 9/2 (Session 18)

Task 1: Feedback on editing practice exercise (60 minutes)

Objective(s): Students will be able to assess and edit translation work.

Class activities:

1. Students work in pairs to compare their notes.
2. The teacher observes and facilitates the practice.
3. Class discusses elements and criteria in the exercise.

Material(s): Supplementary handout – Editing Practice

Evaluation: Teacher's observation and exercise in the handout.

Homework: N/A

Task 2: Feedback and discussion on students' midterm exam task (30 minutes)

Objective(s): Students will be able to identify problems occurred in the translation task.

Class activities: Class discusses errors students made in the translation task.

Material(s): Source text from the midterm exam

Evaluation: N/A

Week 10/1 (Session 23)**Task 1:** Project orientation [Project task] (25 minutes)**Objective(s):** Students will be able to list steps in doing translation projects in this class.**Class activities:** The teacher explains project details and steps, as well as criteria for assessing the project**Material(s):** Project Manual**Evaluation:** N/A**Task 2:** Grouping [Project task] (15 minutes)**Objective(s):** All students will be grouped in to a group of 3 or 4 for the project assignment.**Class activities:** Students group themselves in a group of 3 or 4.**Material(s):** N/A**Evaluation:** N/A**Task 3:** Source text selection [Project task] (20 minutes)**Objective(s):** Each group will get an English text from a list provided by the teacher to be a source text for their translation project.**Class activities:** The teacher provides a list of English source texts and each group select the one they like.**Material(s):** Three source texts**Evaluation:** N/A**Task 4:** Project planning [Project task] (15 minutes)**Objective(s):** Students will be able to make a plan for their translation projects.**Class activities:** Students work together in their groups to make a plan for their group project.**Material(s):** Handout - Project Manual (Section of working plan; Checklist for Working Plan and Text Analysis Form)**Evaluation:** The working plan is evaluated from the file each group posts on their project portfolios, as a participation score.**Homework:** Students read their groups' source texts in order to prepare for text analysis in the next session.**Task 5:** Text analysis [Project task] (15 minutes)**Objective(s):** Students will be able to work in groups to analyze their texts before translation.**Class activities:** Students work in groups to analyze intratextual and extratextual factors before translation.**Material(s):** Handout - Project Manual (Section of text analysis; Checklist for Working Plan and Text Analysis Form)**Evaluation:** Text analysis is evaluated from the file each group posts on their project portfolios, as a participation score.

Week 10/2 (Session 20) (Computer Lab)**Task:** Web-based project portfolios [Project task] (60 minutes)**Objective(s):** Students will be able to create their groups' web-based project portfolios.**Class activities:** Students work in groups to create their own web-based project portfolios.**Material(s):** Handout - Project Manual (Section of web-based project portfolios)**Evaluation:** Teacher's observation**Note:** Portfolios and the text analysis will be able to be finished outside class time.**Homework:** Students prepare for their project presentation in the next session.

(The teacher refers to the Project Manual for instructions, criteria for presentation and classroom discussion, as well as the forms to be used during the presentation session.)

Week 11/1 (Session 21)**Task:** Presentation#1 and classroom discussion#1 [Project task] (90 minutes)**Objective(s):**

1. Students will be able to present their working plan and text analysis.
2. Students will be able to give feedback to their peers' work.

Class activities:

1. Each group of students presents their working plan and the analysis of the text. (Each group member gets to speak.) Each presentation is up to 10 minutes.
2. Other students share ideas to give comments and suggestions. Each discussion is up to 5 minutes.
3. The teacher supports the discussion and gives overall feedback at the end of the class.
4. Feedback by the teacher will be posted in the groups' project portfolios.

Material(s): Handout - Project Manual (Checklist for Presentation Evaluation Form; Checklist for Working Plan and Text Analysis Form)**Evaluation:** The presentation, working plan, and text analysis are evaluated as a participation score.**Homework:** Students do the individual translation task.**Week 11/2 (Session 22)****Task:** Practice on analyzing translation problems and translation strategies (90 minutes)**Objective(s):** Students will be able to analyzing translation problems and strategies from the given source text and target text.**Class activities:**

1. Students read the English source text "6 Things older workers can do to find a job faster", and then analyze translation problems.
2. Students discuss some answers in small groups.
3. Students submit their task at the end of the class.

Material(s): ST-5: 6 Things older workers can do to find a job faster**Evaluation:** Activities in the task**Homework:** Students do a translation task (ST-5: 6 Things older workers can do to find a job faster) as homework.

Week 12/1 (Session 23) (In the computer lab)**Task:** Collaborative editing [Project task] (90 minutes)**Objective(s):**

1. Students will be able to collaborate with each other to edit their own groups' translations.
2. Students will be able to negotiate for meanings in the editing process.
3. Students will be able to give and respond to feedback from peers in their own groups.
4. Students will be able to assess their own translation group work.

Class activities:

1. The teacher explains about the process of the collaborative editing, referring to the Project Manual.
2. Students work together to edit their own groups' translations, by negotiating for meanings, giving feedbacks, and responding to feedback from peers in their own groups.

Material(s): Handout - Project Manual (Self-editing and Self-assessment Form; Checklist for Class Participation Form)**Evaluation:** Teacher evaluates collaborative editing as a participation score, and also from the two forms collected at the end of the class.**Homework:** Students read another group's translation from their peers' project portfolios in order to prepare for peer-editing in the next session.**Week 12/2 (Session 24)****Task:** Practice on peer-editing (90 minutes)**Objective(s):**

1. Students will be able to assess and edit other's translation work.
2. Student translator will get information for improving their translation work.
3. Student translator will be able to negotiate for meanings and respond to feedback from others.

Class activities:

1. Students read the ST-5: '6 Things older workers can do to find a job faster' and the Thai translation by their peers.
2. Students work in pairs to give comments and suggestions to their peer and respond to the comments.
3. The teacher observes and facilitates the activity.

Material(s): ST- 5: 'Things older workers can do to find a job faster' and Thai translations by the students**Evaluation:** Teacher's observation

Week 13/1 (Session 25)**Task:** Quiz#2: English-Thai translation (90 minutes)**Objective(s):** Students' abilities in translation are assessed.**Class activities:** The quiz is administered in class.**Material(s):** Quiz#2: English-Thai translation (a short business article)**Evaluation:** N/A**Notes:** This quiz is worth 5% of the course evaluation.**Week 13/2 (Session 26)****Task:** Peer-editing and Peer-assessment [Project task] (90 minutes)**Objective(s):**

1. Students will be able to assess and edit other's translation work.
2. Editor students practice editing and assessing translation work.
3. Translator students get information for improving their translation work.
4. Translator students will be able to negotiate for meanings and respond to feedback from others.

Class activities:

1. Students do reciprocal editing. Each round takes up to 40 minutes.
2. The teacher observes and facilitates the process.

Material(s): Handout - Project manual (Peer-editing and Peer-assessment Form; Checklist for Class Participation Form)**Evaluation:** The teacher evaluates peer-editing activity as a participation score, and also from the two forms collected at the end of the class.**Homework:** Each group revises their own translation.**Week 14/1 (Session 27)** (Computer lab)**Task:** Final draft translation (90 minutes)**Objective(s):** Students will be able to revise their translation work to produce the final product of the translation.**Class activities:**

1. Students work in their groups to edit their work and complete it as the final draft of the project.
2. Both the final draft and the learner's diary are posted on the project portfolios.

Material(s): Handout – Project Manual (Scoring Rubric for Translation Project Form)**Evaluation:** The final draft is evaluated, using Scoring Rubric for Translation Project Form. Learner's Diary is marked as a participation score.**Week 14/2 (Session 28)****Task:** Translation practice and revision (90 minutes)**Objective(s):**

1. Students will be able to translate business terms and expressions.
2. Students will be able to identify translation problems and apply strategies to solve the problems.

Class activities: Class discusses translation problems and strategies used in students' translations as feedback

Material(s): Handout – Source text for translation practice

Evaluation: N/A

Week 15/1 (Session 29) (In the computer lab)

Task: Translation posttest (90 minutes)

Objective(s): Students' translation skills and knowledge are assessed after the second project.

Class activities: The teacher administers the posttest in the computer lab.

Material(s): Translation posttest and the answer key

Evaluation: N/A

Week 15/2 (Session 30)

Task: Presentation#2 and Classroom discussion#2 (120 minutes)

Objective(s):

1. Students will be able to work together in groups to present their project.
2. Students will be able to give feedback to their peers' work.

Class activities:

1. Each group of students presents their projects. (Each group member gets to speak.) Each presentation is up to 15 minutes.
2. Other students share ideas to give comments and suggestions. Each discussion is up to 5 minutes.
3. The teacher supports the discussion and gives overall feedback at the end of the class.

Material(s): Handout - Project Manual (Checklist for Presentation Evaluation Form; Checklist for Class Participation Form)

Evaluation: The presentation is marked as a participation score.

Appendix B: Project Manual

Introduction

This project manual is a guideline for students to do the translation project in Translation in Business. This manual includes all the details necessary for you to understand steps, requirements, and assessment schemes of the project, from the beginning to the end, so that you can plan, monitor, and evaluate your work progress.

Content

1. Overview of the project
2. Tasks/ Activities in the project
 - 2.1 Source text selection
 - 2.2 Working plan
 - 2.3 Text analysis
 - 2.4 Presentation#1 and Classroom discussion#1
 - 2.5 Individual translation and Learner's diary#1
 - 2.6 Collaborative editing
 - 2.7 First draft translation and Learner's diary#2
 - 2.8 Classroom forum
 - 2.9 Teacher assessment
 - 2.10 Peer-editing and Responsive feedback
 - 2.11 Final draft translation and Learner's diary#3
 - 2.12 Presentation#2 and Classroom discussion#2
 - 2.13 Teacher evaluation
3. Web-based project portfolios
4. Assessment criteria of the project
5. All the forms to be used in this project

1. Overview of the project

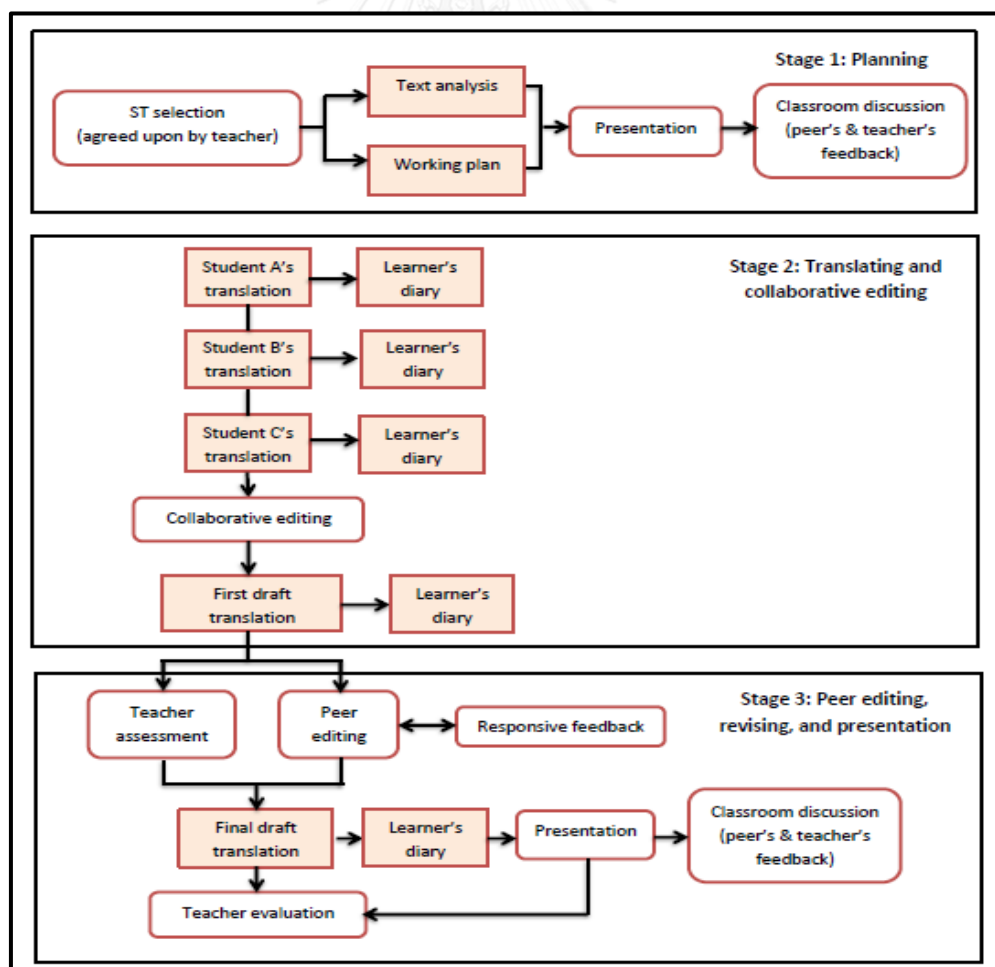
This 6-week project includes three main stages: (1) Planning; (2) Translating and collaborative editing; and (3) Peer-editing, revising, and presentation. The details are as follows:

	In-class activities	Outside-class activities
Week 10/1 Tue 27 Oct	Project orientation, ST selection & Project planning	Project planning, Text analysis
Week 10/2 Thu 29 Oct	Web-based project portfolios & Text analysis	Project planning and Text analysis (Posted by Sat 31 Oct)
Week 11/1 Tue 3 Nov	Presentation#1 & Classroom discussion #1	Individual translation
Week 11/2 Thu 5 Nov	[TR practice]	Individual translation & Learner's diary#1 (Posted by Sat 7 Nov)
Week 12/1 Tue 10 Nov	Collaborative editing & First draft translation	First draft translation & Learner's diary#2

Week 12/2 Thu 12 Nov	[TR practice]	First draft translation & Learner's diary#2 (Posted by Sat 14 Nov)
Week 13/1 Tue 17 Nov	[Quiz 2]	Preparation for Peer editing
Week 13/2 Thu 19 Nov	Peer editing & Responsive feedback Final draft translation	Final draft translation
Week 14/1 Tue 24 Nov	Final draft translation	Final draft translation
Week 14/2 Thu 26 Nov	[TR practice and course revision]	Final draft translation & Learner's diary#3 (Posted by Sat 29 Nov)
Week 15/1 Tue 1 Dec	Posttest	Preparation for Presentation #2
Week 15/2 Thu 3 Dec	Presentation#2 & Classroom discussion #2	-

2. Tasks in the project

This chart explains all the activities and tasks in this project, and all the details are explained below.



2.1 Source text selection

- Each group selects a source text for the project from a list provided by the teacher.

2.2 Working plan

- Your working plan for the translation project include:
 - (1) Working steps; (2) time frame; (3) responsible person(s); (4) group communication method(s); (5) analysis of your group work issues (any challenges and your tentative solutions)
- Your working plan can refer to the table on Page 1 of this manual, with some more detailed descriptions, such as work allocation, and it must be posted in the project portfolios and also presented in the Presentation# 1
- The list of elements for evaluating your working plan is in the *Checklist for Working Plan and Text Analysis Form*.

2.3 Text analysis

- Factors to be analyzed for this project have been discussed and practiced in class, which include:

Extratextual factors

1. Sender: (Who is the text producer?)
2. Sender's intention: (What is the sender's main intention?)
3. Audience: (Who can be the ST audience? Who can be the TT audience?)
4. Medium: (What is the medium of the ST? What is the medium of the TT?)

Intratextual factors:

1. Subject matter: (What is the topic? What is the title and/or the subtitles?)
2. Text composition: (What are different parts of the ST?)
3. At least FIVE translation problems: (Problems from the differences between the nature of the SL and the TL. See the details in Lesson 5: Translation problems and strategies)

Linguistic problems

A. Lexical problems (word meaning)

B. Syntactic problems (sentence structures)

1. Word order in a noun phrase
2. Impersonal pronoun 'it'
3. 3rd-person reference pronouns and possessive adjectives
4. Verb tenses
5. Passive construction
6. Derived sentences
7. Other types of structures

Convention-related problems

1. Use of punctuation marks
 2. Marking of plurality
 3. Marking of gender
 4. Transcribing proper names
4. At least FIVE translation difficulties: (Problems that are difficult for you to translate)
- The list of elements for evaluating your working plan and text analysis is in the *Checklist for Working Plan and Text Analysis Form*.
- 2.4 Presentation# 1 and Classroom discussion# 1
- Each project has two presentations, after you finish source text analysis and after you finish the final draft.
 - The first presentation contains each group's working plan and text analysis.
 - The list of elements for evaluating your presentation is in the *Presentation Evaluation Form*.
 - As the audience of the presentation, group members should try to participate by giving suggestions or comments, or asking questions.
 - The list of elements for evaluating your classroom discussion is in the *Checklist for Class Participation Form*.
- 2.5 Individual translation and Learner's diary#1
- Individual translation will be responsible by individual students.
 - Each student will write the Learner's diary#1 after finishing the individual translation.
 - Individual translation will be posted on the portfolio. The Learner's diary#1 will be sent to the teacher's email (the "Assignment" post in the Google Classroom).
- 2.6 Collaborative editing
- In classroom, students in each group will have time to work with each other to revise and edit your own group work.
 - The guideline for editing your work is in the *Self-editing and Self-assessment Form*.
- 2.7 First draft translation and Learner's diary#2
- After the collaborative editing, your group will produce the first draft of the whole ST.
 - Each student will write the Learner's diary#2 after finishing this draft.
 - The first draft translation will be posted on the portfolio. Learner's Diary#2 will be sent to the teacher's email (the "Assignment" post in Google Classroom).

2.8 Teacher assessment

- Your first draft will be posted on your project portfolio. The teacher will assess your first draft as a part of the participation score and give feedback as necessary.

2.9 Peer-editing and Responsive feedback

- Two groups will work together in the peer-editing process. You need to read your classmates' translation before class and give them feedback in class.
- Each group's editing takes 40 minutes.

2.10 Final draft translation and Learner's diary#3

- After getting the feedback from your peers, each group will revise their translation and produce the final draft. This draft will be marked by the teacher using the *Scoring Rubric for Translation Project Form*.
- Each student will write the Learner's diary#3 after finishing the final draft.
- The final draft translation will be posted on the portfolio. Learner's Diary#3 will be sent to the teacher's email (the "Assignment" post in the Google Classroom).

2.11 Presentation#2 and Classroom discussion#2

- This presentation is similar to the first presentation, but it contains only 8-10 important translation problems and 8-10 important translation difficulties, with the solutions of the whole project.
- At each group's presentation, every member of the group has to speak.
- The list of elements for evaluating your presentation is in the *Presentation Evaluation Form*.
- As the audience of the presentation, students in each group should try their best to participate by giving suggestions or comments, or asking questions.
- The list of elements for evaluating your classroom discussion is in the *Checklist for Class Participation Form*

2.12 Teacher evaluation

- The final draft translation will be evaluated using the *Scoring Rubric for Translation Project Form*.

3. Web-based project portfolios

Each group has to create a web-based project portfolio, a type of portfolio developed and provided by Google Sites (<http://sites.google.com/>). Your project portfolio must include at least 4 pages:

- 3.1 Homepage: the introduction of the portfolio and your group photo
- 3.2 Project details: key elements of the projects and the working process
- 3.3 Working plan: description of the work in each step, the responsible person(s), and the due date. After each step is completed, the responsible person(s) will tick off the box in the last column to inform others and the teacher that the work is done.
- 3.4 Text analysis: extratextual and intratextual factors
- 3.5 Translation tasks: all the three translation drafts.

The link of your project portfolio will be posted on the Google Classroom so that everyone in the class can access all the portfolios using the links here.

4. Assessment criteria of the project

The total score of the project is 20 marks (20%). Here are the assessment criteria.

- The following tasks will be assessed and the scores will be given to each student when he/she completes each task on time and fully participates in each activity. The total score is 15 and the net score is 10.
 1. Text analysis (2 marks)
 2. Working plan (1 mark)
 3. Presentation#1 and Classroom discussion#1 (2 marks)
 4. Classroom forum (1 mark)
 5. Individual translation (1 mark)
 6. Three pieces of Learner's Diary (3 marks)
 7. Collaborative editing (1 mark)
 8. First draft of group translation (1 mark)
 9. Peer editing and responsive feedback (1 mark)
 10. Presentation#2 and Classroom discussion#2 (2 marks)
- The final draft of your translation project will be given based on the quality of the translation (according to the *Rubric Scoring for Translation Project Form*). The total score is 15 and the net score is 10.

5. All the forms to be used in this project

The forms to be used in this project are on Page 6-16 of this manual.

Note:

Situation context: You are assigned to translate an online business article from the website of *Business News Daily*, www.businessnewsdaily.com. Your translation will be published in the column “นักบริหารยุคใหม่” in a Thai business magazine, “GM Biz”.



Appendix C: Translation Pretest

Part I: (15 Marks) English-Thai Translation

Translate the following excerpt into Thai. Use the information given as the context of your work. Write your translation in the answer sheet. (แปลข้อความต่อไปนี้เป็นภาษาไทยโดยใช้ข้อมูลที่ให้มาเป็นบริบทประกอบการแปล และเขียนบทแปลในกระดาษคำตอบ)

Situational context: You are assigned to translate this excerpt from an online article, "UK Dairy Industry in Crisis", from the website, <http://www.abc.net.au/news/business/articles/>. Your translation will be published as a part of the article, "อุตสาหกรรมเกษตรรอบโลก" in the journal "วารสารวิจัยและพัฒนาการเกษตร" by สำนักวิจัยและพัฒนาการเกษตร เขตที่ 1

UK Dairy Industry in Crisis

Approximately 14,000 dairy farmers in the UK, producing 3.3 million liters per day, have been hit by a series of price cuts. With milk prices having fallen, there has been a growing concern that the UK milk market would be unsustainable.

Dairy farmers are at risk of losing their businesses since milk processors, who buy the milk from them and sell onto customers, have cut the price they pay for it.

Recently, a Germany's firm spent £80 million to take over the management of factories in Derbyshire and Essex.

Part II: (45 Marks) Translation problems and strategies

Read the English source text and the Thai translation on the next page. Use the situation context given as the context of your work. Then, answer the question in the answer sheet. (อ่านต้นฉบับภาษาอังกฤษและบทแปลภาษาไทยที่ให้มา โดยใช้ข้อมูลเรื่องบริบทในการแปลที่ให้มาประกอบการตัดสินใจ และตอบคำถามในกระดาษคำตอบ)

Situational context: The source text is an online article, "5 Important things that make workers quit", from the website of "Business News Daily", <http://www.businessnewsdaily.com/articles/>. The translated text will be published as an article, "สิ่งสำคัญ 5 ประการที่ทำให้พนักงานลาออก" in the column, "Get Ahead" in a business magazine "GM BiZ".



English Source Text

5 Important Things That Make Workers Quit

Although workers **(1)** care about money, it's usually not **(2)** the reason they go looking for a new job. **(3)** According to a research study in Canada, wanting to be respected and looking to maintain **(4)** a work-life balance are the two important reasons that employees decide to move on. **(5)** Surprisingly, having a low salary is not **(6)** one of the first reasons.

In this study, researchers asked workers **(7)** why they left previous jobs. The first top 5 reasons are:

- Your boss doesn't trust you.
- **(8)** You are expected to work or answer emails on sick days or after work hours.
- Your boss doesn't take responsibility when things go wrong.
- Work is not flexible with regard to your family responsibilities.
- You don't get along with your co-workers.

"Management plays a key role in an employee's work satisfaction," the researchers said. **(9)** Not being trusted by the boss and taking the blame for **(10)** management's mistakes are the leading causes of dissatisfaction."

The research found that men and women **(11)** differed in top reasons for leaving jobs. **(12)** It is necessary for women to get work flexibility in regards to family responsibility. While men reported that having to work when on leave acceptable, women viewed it as unacceptable.

Age also played in a role in how employees viewed some of their workplace aggravations. The study discovered that workers between the ages of 30 and 44 were very dissatisfied **(13)** by lack of flexibility regarding family responsibilities compared to any other age demographic.

"These people require flexibility in their work," the researchers wrote. "The finding illustrates that employees aren't in it just for the money."

(14) The results can be explained that workers are in it as a job fits into their lifestyle and meets their social needs. Employers that are aware of this issue will have **(15)** a high chance of succeeding in retaining valuable employees.

Thai Translation

สิ่งสำคัญ 5 ประการที่ทำให้พนักงานลาออก

แม้ว่าคนทำงาน**(1)**จะสนใจเรื่องเงินค่าตอบแทน แต่เงินก็มักจะไม่ใช่**(2)**เหตุผลที่ทำให้ไปหางานใหม่ **(3)**ตามที่งานวิจัยชี้ให้เห็นในแคนาดา ความต้องการเป็นที่ยอมรับและความพยายามรักษา**(4)**สมดุลระหว่างชีวิตกับการงานเป็นเหตุผลสำคัญสองประการที่ทำให้พนักงานตัดสินใจลาออกจากงาน **(5)**อย่างน่าแปลกใจ การได้เงินเดือนน้อยไม่ใช่**(6)**เหตุผลอันดับแรก

ในงานวิจัยนี้ นักวิจัยได้ถามพนักงานทั้งหลายว่า **(7)**ทำไมจึงลาออกจากงาน พบว่ามีเหตุผลสำคัญ 5 ประการ ได้แก่

- เจ้านายไม่ไว้วางใจคุณ
- **(8)**คุณถูกคาดหวังให้ทำงานหรือให้ตอบอีเมลในวันที่ลาป่วย หรือหลังจากเลิกงานแล้ว
- เจ้านายไม่รับผิดชอบเมื่อเกิดความผิดพลาด
- งานไม่ยืดหยุ่นไปตามความรับผิดชอบในครอบครัว
- คุณเข้ากับเพื่อนร่วมงานไม่ได้

"ผู้บริหารมีบทบาทสำคัญในเรื่องความพึงพอใจในการทำงานของพนักงาน" นักวิจัยกล่าว **(9)**การที่ไม่ถูกไว้วางใจโดยหัวหน้า และต้องรับค่าตอบแทน**(10)**เมื่อผู้บริหารทำผิด คือสาเหตุสำคัญที่สุดที่พนักงานไม่พอใจ งานวิจัยพบว่า ผู้ชายและผู้หญิง**(11)**ต่างกันเหตุผลหลักๆ ในการลาออกจากงาน **(12)**มันเป็นเรื่องจำเป็นสำหรับผู้หญิงที่ต้องมีความยืดหยุ่นในการทำงานเนื่องด้วยเหตุผลเรื่องครอบครัว ในขณะที่ผู้ชายกล่าวว่า การต้องทำงานเมื่ออยู่ในช่วงลาเป็นเรื่องที่ยอมรับได้ แต่ผู้หญิงมองว่าเป็นเรื่องที่ยอมรับไม่ได้

อายุก็มีบทบาทสำคัญในการที่พนักงานจะมองว่า ที่ทำงานนั้นไม่นำมาทำงานเพียงใด งานวิจัยนี้ได้พบว่า พนักงานที่อายุ 30 ถึง 44 ปี รู้สึกไม่พอใจเป็นอย่างมาก**(13)**โดยการขาดความยืดหยุ่นในเรื่องครอบครัว เมื่อเทียบกับพนักงานช่วงอายุอื่นๆ

"คนเหล่านี้ต้องการความยืดหยุ่นในการทำงาน" นักวิจัยกล่าว... "ผลจากการวิจัยนี้แสดงให้เห็นว่า พนักงานไม่ได้ทำงานเพราะเงินเพียงอย่างเดียว"

(14)ผลการวิจัยสามารถถูกอธิบายได้ว่า พนักงานอยากทำงาน เพราะงานนั้นๆ เหมาะกับวิถีชีวิตของตน และทำให้ตนเองเป็นที่ยอมรับในสังคม นายจ้างที่ตระหนักถึงเรื่องนี้**(15)**ความสำเร็จของโอกาสสูงในการดึงให้พนักงานที่มีความสามารถทำงานอยู่กับตนได้

Answer Sheet of the Translation Pretest (Part II)

Name-Surname _____ ID number _____

Part II: (45 Marks) Translation problems and strategies

Question

What do you think of the Thai translation of each segment? Put a tick (✓) in the box that matches with what you think. Also fill in the blanks provided to give explanations if you think the translation is not appropriate. Your explanation can be in either English or Thai.

(นักศึกษาคิดว่า ข้อความภาษาไทยที่แปลมามีความถูกต้องเหมาะสมเพียงใด ชี้ดเครื่องหมายถูก (✓) ลงในช่องที่ตรงกับความคิดเห็นของนักศึกษา และเติมคำในช่องว่างเพื่อแก้ไข และอธิบายเพิ่มเติมหากข้อความที่แปลยังไม่เหมาะสม คำอธิบายสามารถเขียนเป็นภาษาอังกฤษหรือภาษาไทยก็ได้)

Item 1

เหมาะสมดีแล้ว ไม่ต้องแก้ไข

ยังไม่เหมาะสม ควรแก้ไข

ควรแปลว่า _____

เนื่องจาก (translation problem) _____

วิธีแก้ไข (translation strategy) คือ _____

ไม่แน่ใจ/ ไม่ทราบ

Item 2

เหมาะสมดีแล้ว ไม่ต้องแก้ไข

ยังไม่เหมาะสม ควรแก้ไข

ควรแปลว่า _____

เนื่องจาก (translation problem) _____

วิธีแก้ไข (translation strategy) คือ _____

ไม่แน่ใจ/ ไม่ทราบ

Item 3

เหมาะสมดีแล้ว ไม่ต้องแก้ไข

ยังไม่เหมาะสม ควรแก้ไข

ควรแปลว่า _____

เนื่องจาก (translation problem) _____

วิธีแก้ไข (translation strategy) คือ _____

ไม่แน่ใจ/ ไม่ทราบ

Appendix D: Scoring Rubric for Translation

Scoring Rubric for Translation Pretest and Posttest

Student's name _____ ID number _____

ST: Source text; TT: Target text

Accuracy: Criteria and descriptors for accuracy		Score (10)
9-10	Meaning of the ST is masterfully communicated. The TT has elements that reflect a detailed understanding of the major and minor ideas.	
7-8	Meaning of the ST is proficiently communicated. The TT has elements that reflect a complete understanding of the major and minor ideas.	
5-6	There is evidence of occasional errors in interpretation but the overall meaning of the ST appropriately communicated. The TT has elements that reflect a general understanding of the major and most minor ideas.	
3-4	There is evidence of errors in interpretation that lead to the meaning of the ST not being fully communicated in the TT. The TT has elements that reflect a flawed understanding of the major and/ or several minor ideas.	
1-2	The TT shows consistent and major misunderstanding of the ST meaning.	

Criteria and descriptors for other elements	Needs to be improved	Fair	Proficient
1. Completeness Elements of the message in the ST are rendered completely. There is no accidental addition or omission.	(0)	(1-2)	(3-4)
2. Smoothness The text flows. There are no awkward or hard-to-read sentences. The connections between sentences are clear.	(0)	(1-2)	(3-4)
3. Tailoring The language suits to its use and users (i.e. appropriate degree of formality and technicality). The vocabulary suits the subject matter and the educational level of the readers.	(0)	(1-2)	(3-4)
4. Mechanics There are no errors in spelling and punctuation.	(0)	(1)	(2)
5. Layout The layout (e.g. margin and spacing, paragraph indent) and the text formatting (e.g. bolding, font type and font style) make senses and are consistently used.	(0)	(0.5)	(1)
Total (15)			

Translation score	
Accuracy (10)	
Other elements ($15 \div 3 = 5$)	
Total score (15)	



Scoring Rubric for Translation Project Form

Translators' group: _____

ST: Source text; TT: Target text

Accuracy: Criteria and descriptors for accuracy		Score (10)		
9-10	Meaning of the ST is masterfully communicated. The TT has elements that reflect a detailed understanding of the major and minor ideas.			
7-8	Meaning of the ST is proficiently communicated. The TT has elements that reflect a complete understanding of the major and minor ideas.			
5-6	There is evidence of occasional errors in interpretation but the overall meaning of the ST appropriately communicated. The TT has elements that reflect a general understanding of the major and most minor ideas.			
3-4	There is evidence of errors in interpretation that lead to the meaning of the ST not being fully communicated in the TT. The TT has elements that reflect a flawed understanding of the major and/ or several minor ideas.			
1-2	The TT shows consistent and major misunderstanding of the ST meaning.			
Criteria and descriptors for other elements		Needs to be improved	Fair	Proficient
1. Completeness Elements of the message in the ST are rendered completely. There is no accidental addition or omission.		(0)	(1)	(2)
2. Smoothness The text flows. There are no awkward or hard-to-read sentences. The connections between sentences are clear.		(0)	(1-2)	(3-4)
3. Tailoring The language suits to its use and users (i.e. appropriate degree of formality and technicality). The vocabulary suits the subject matter and the educational level of the readers.		(0)	(1)	(2)
4. Mechanics There are no errors in spelling and punctuation.		(0)	(0.5)	(1)
5. Layout The layout (e.g. margin and spacing, paragraph indent, point-form listings, and parallel headings) and the text formatting (e.g. bolding, font type and font size) make senses and are consistently used.		(0)	(0.5)	(1)
Total (10)				

Translation score	
Accuracy (10)	
Other elements ($10 \div 2 = 5$)	
Total score (15)	

Additional comments:



Appendix E: Learner's Diary

Part A: Translation problems

Choose **THREE** most important translation problems from this draft, explain, and tell how you solved them. You can answer items (b) and (d) in Thai.

(เลือกข้อความที่เป็นปัญหาในเรื่องการแปลที่สำคัญ 3 ปัญหา และอธิบายแต่ละปัญหาและวิธีแก้ปัญหา โดยสามารถเขียนคำอธิบายในข้อ (b) และข้อ (d) เป็นภาษาไทยได้)

Problem 1:

- Specify the instance that caused the problem. (ระบุข้อความในต้นฉบับที่เป็นปัญหาในการแปล)

- Explain why it is a problem. (อธิบายว่าทำไมข้อความนั้นจึงเป็นปัญหาในการแปล)

- What is your translation of that instance? (นักศึกษาแปลข้อความนั้นว่าอย่างไร)

- What strategies did you use to solve the problem? (นักศึกษาใช้วิธีใดในการแก้ปัญหา)

Problem 2:

- Specify the instance that caused the problem. (ระบุข้อความในต้นฉบับที่เป็นปัญหาในการแปล)

- Explain why it is a problem. (อธิบายว่าทำไมข้อความนั้นจึงเป็นปัญหาในการแปล)

- What is your translation of that instance? (นักศึกษาแปลข้อความนั้นว่าอย่างไร)

- What strategies did you use to solve the problem? (นักศึกษาใช้วิธีใดในการแก้ปัญหา)

Problem 3:

- Specify the instance that caused the problem. (ระบุข้อความในต้นฉบับที่เป็นปัญหาในการแปล)

- b) Explain why it is a problem. (อธิบายว่าทำไมข้อความนั้นจึงเป็นปัญหาในการแปล)

- c) What is your translation of that instance? (นักศึกษาแปลข้อความนั้นว่าอย่างไร)

- d) What strategies did you use to solve the problem? (นักศึกษาใช้วิธีใดในการแก้ปัญหานี้)

Part B: Translation difficulties

Choose **THREE** most important translation difficulties (any problems that are difficult for you) from this draft, explain, and tell how you solved them. You can answer items (b) and (d) in Thai.

(เลือกข้อความที่เป็นประเด็นในการแปลที่ยากสำหรับนักศึกษา โดยเลือกตอบประเด็นที่สำคัญที่สุด 3 ประเด็น อธิบายแต่ละประเด็นและวิธีแก้ของนักศึกษา โดยสามารถเขียนคำอธิบายในข้อ (b) และข้อ (d) เป็นภาษาไทยได้)

Difficulty 1:

- a) Specify the instance that caused the difficulty. (ระบุข้อความในต้นฉบับที่เป็นประเด็นที่ยาก)

- b) Explain why it is a difficulty for you. (อธิบายว่าทำไมข้อความนั้นจึงเป็นประเด็นที่ยาก)

- c) What is your translation of that instance? (นักศึกษาแปลข้อความนั้นว่าอย่างไร)

- d) What strategies did you use to solve it? (นักศึกษาใช้วิธีใดในการแก้ปัญหานี้)

Difficulty 2:

- a) Specify the instance that caused the difficulty. (ระบุข้อความในต้นฉบับที่เป็นประเด็นที่ยาก)

- b) Explain why it is a difficulty for you. (อธิบายว่าทำไมข้อความนั้นจึงเป็นประเด็นที่ยาก)

c) What is your translation of that instance? (นักศึกษาแปลข้อความนั้นว่าอย่างไร)

d) What strategies did you use to solve it? (นักศึกษาใช้วิธีใดในการแก้ปัญหานี้)

Difficulty 3:

a) Specify the instance that caused the difficulty. (ระบุข้อความในต้นฉบับที่เป็นประเด็นที่ยาก)

b) Explain why it is a difficulty for you. (อธิบายว่าทำไมข้อความนั้นจึงเป็นประเด็นที่ยาก)

c) What is your translation of that instance? (นักศึกษาแปลข้อความนั้นว่าอย่างไร)

d) What strategies did you use to solve it? (นักศึกษาใช้วิธีใดในการแก้ปัญหานี้)

Part C: Reflection on your translation process

Explain what you think about each translation process by answering the following questions.

Write your answers in Thai. (อธิบายความคิดเห็นของนักศึกษาที่มีต่อกระบวนการแปลแต่ละขั้นตอน

โดยตอบคำถามต่อไปนี้เป็นภาษาไทย)

1. As a group member, what did you do to complete this translation draft?

(ในฐานะที่เป็นสมาชิกกลุ่ม นักศึกษามีขั้นตอนในการทำงานแปลชิ้นนี้อย่างไร)

2. What are the problems during the process of translation?

(ปัญหาที่เกิดขึ้นในระหว่างการทำงานแปลชิ้นนี้มีอะไรบ้าง)

3. How did you solve those problems?

(นักศึกษาแก้ปัญหาเหล่านั้นอย่างไร)

4. What reasoning was behind such decisions?

(ทำไมนักศึกษาจึงแก้ปัญหาเช่นนั้น)

5. What do you think of this draft? To what extent are you satisfied with it?)
(นักศึกษาคิดว่างานแปลชิ้นนี้เป็นอย่างไรบ้าง นักศึกษาพอใจงานชิ้นนี้มากน้อยเพียงใด)
-
6. What do you like best about your translation draft?
(สิ่งใดที่นักศึกษาชอบมากที่สุดในงานชิ้นนี้)
-
7. If you could do anything differently, what would it be?
(ถ้าสามารถย่นเวลากลับไปในช่วงระหว่างทำงานชิ้นนี้ได้ นักศึกษาอยากเปลี่ยนแปลงอะไรบ้าง)
-



Appendix F: Peer-editing and Peer-assessment Form

Date _____

Translation topic: _____

Translators:

1. Name-Surname _____ ID number _____
2. Name-Surname _____ ID number _____
3. Name-Surname _____ ID number _____
4. Name-Surname _____ ID number _____

Editors:

1. Name-Surname _____ ID number _____
2. Name-Surname _____ ID number _____
3. Name-Surname _____ ID number _____
4. Name-Surname _____ ID number _____

Tick (✓) the box that best describes each element of the translation.

Criteria and descriptors	Needs to be improved	Fair	Proficient
<p>1. Accuracy There are no mistranslations of the message (e.g. ideas, details, sequence of events, or arguments).</p>			
<p>2. Completeness Elements of the message in the source text are rendered completely. There is no accidental addition or omission.</p>			
<p>3. Smoothness The text flows. There are no awkward or hard-to-read sentences. The connections between sentences are clear.</p>			
<p>4. Tailoring The language suits to its use and users (i.e. appropriate degree of formality and technicality). The vocabulary suits the subject matter and the educational level of the readers.</p>			
<p>5. Mechanics There are no errors in spelling and punctuation.</p>			
<p>6. Layout The layout (e.g. margins and spacing, paragraph indent, point-form listings, and parallel headings) and the text formatting (e.g. bolding, underlining, font type, and font size) make senses and are consistently used.</p>			

Comments from editors:

What do you like most about this translation?

What are the parts that should be improved?



Appendix G: Self- editing and Self-assessment Form

Date _____

Translation topic: _____

Translators:

1. Name-Surname _____ ID number _____
2. Name-Surname _____ ID number _____
3. Name-Surname _____ ID number _____
4. Name-Surname _____ ID number _____

Tick (✓) the box that best describes each element of the translation.

Criteria and descriptors	Needs to be improved	Fair	Proficient
<p>1. Accuracy There are no mistranslations of the message (e.g. ideas, details, sequence of events, or arguments).</p>			
<p>2. Completeness Elements of the message in the source text are rendered completely. There is no accidental addition or omission.</p>			
<p>3. Smoothness The text flows. There are no awkward or hard-to-read sentences. The connections between sentences are clear.</p>			
<p>4. Tailoring The language suits to its use and users (i.e. appropriate degree of formality and technicality). The vocabulary suits the subject matter and the educational level of the readers.</p>			
<p>5. Mechanics There are no errors in spelling and punctuation.</p>			
<p>6. Layout The layout (e.g. margins and spacing, paragraph indent, point-form listings, and parallel headings) and the text formatting (e.g. bolding, underlining, font type, and font size) make senses and are consistently used.</p>			

Additional comments / notes

Appendix H: Presentation Evaluation Form

Date _____

Translation topic: _____

Translators:

1. Name-Surname _____ ID number _____
2. Name-Surname _____ ID number _____
3. Name-Surname _____ ID number _____

Tick (✓) the box that best describes each element of the presentation.

Criteria and descriptors	Needs to be improved	Fair	Proficient
Information <i>Appropriate presentation of all the key points, details, and examples</i>			
Language use <i>Appropriate use of language for the content and the audience</i>			
Visual aids <i>Appropriate use of visual aids</i>			
Time management <i>Appropriate use of time allocated</i>			
Questions and discussion <i>Appropriate response to questions and comments</i>			

Additional comments:

Appendix I: Checklist for Class Working Plan and Text Analysis

Date _____

Translation topic: _____

Translators:

1. Name-Surname _____ ID number _____
2. Name-Surname _____ ID number _____
3. Name-Surname _____ ID number _____

Tasks/ Activities	Yes	No
Working plan		
Working steps		
Time frame		
Responsible person(s)		
Group communication method(s)		
Analysis of group work issue(s): any challenges and solutions?		
Text analysis		
Sender		
Sender's intention		
Audience: ST audience and TT audience		
Medium: ST medium and TT medium		
Subject matter		
Text composition		
At least 5 translation problems (linguistics and/or convention-related problems)		
At least 5 translation difficulties (any problems that are difficult for you)		

Appendix J: Checklist for Class Participation

Name-Surname _____ ID number _____

Date _____

Tick (✓) the box that best describes your participation.

Activity	Yes	No
Classroom discussion#1		
I paid attention to other groups' presentation.		
My group asked a question/ gave a comment on others' presentation(s)		
I listened attentively to my friends' feedback.		

Date _____

Tick (✓) the box that best describes your participation.

Activity	Yes	No
Collaborative editing (editing within my group)		
I read my group members' translation before the editing.		
I tried to make suggestions or comments on the work.		
I listened attentively to my friends' feedback.		

Date _____

Tick (✓) the box that best describes your participation.

Activity	Yes	No
Peer-editing (editing with another group)		
I read the other group's translation before the editing.		
I tried to make suggestions or comments on the work.		
I listened attentively to my friends' feedback.		

Date _____

Tick (✓) the box that best describes your participation.

Activity	Yes	No
Classroom discussion#2		
I paid attention to other groups' presentation.		
My group asked a question/ gave a comment on others' presentation(s)		
I listened attentively to my friends' feedback.		

Additional comments/ Notes:

Appendix K: Guiding Questions for the Semi-structured Interview

1. How the students work

Can you explain your work in each step? What are the responsibilities of each member?

2. Students' work based on the information from their diaries (and translation drafts)

Can you explain more about each part in your diaries?

Part A: Translation problems (comparison of Diary#1, 2, 3)

Part B: Translation difficulties (comparison of Diary#1, 2, 3)

Part C: Reflections (what they did and think about some issues)

3. Students' opinions towards the project

1. Which steps caused difficulties for your group work?
2. How did you or your group deal with the difficulties?
3. Were you able to solve them?
4. What is your opinion towards each step?
5. What do you think about the source text in the project?
6. What do you think about the time allocated in each step?
7. What do you think about the overall picture of this project?

4. Students' opinions towards their abilities:

[Document: Text analysis, Diaries, Final draft presentation]

- **Abilities to identify translation problems and apply strategies to solve the problems**
 - **TR problems**
 - a) identify translation problems
 - b) apply strategies to solve the problems
 - **TR difficulties**
 - c) identify translation difficulties
 - d) deal with the difficulties

[Document: Working plan, Diaries, Final draft presentation]

- **Abilities to plan, to monitor, and to evaluate each part of the product and the final product**
 - e) plan
 - f) monitor
 - g) evaluate each draft
 - h) evaluate the whole translation process

1. What do you think about your abilities in these categories before the project?
2. At the end of the project, do you think you have improved these abilities?
3. Which ability do you think is the most difficult and the easiest for you?

5. Other opinions towards the lessons before the project: (lessons and practices)

1. What do you think about the lessons? (text types, translation methods, text analysis, translation resources, editing, translation editing, translation problems and strategies)
2. What do you think about the source texts?
3. What do you think about the time allocated in each translation task?

6. General opinions about the whole course

Is there anything else that should be improved?

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