The Effect of a Suggested Process-Oriented Approach Using Wikis on the Development of Secondary School Students' Translation Skills.

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Abstract

The present research explored the effect of mixing technology with translation pedagogy. To be specific, it aimed to investigate the effect of a suggested process-oriented approach using wikis in developing the second year secondary students' translation skills. The research adopted the quasi –experimental pre-post test in terms of using an experimental group and a control one. The two groups were randomly chosen amongst the second year secondary students at Sohag public Language School. The experimental group received training on translation through the suggested process-oriented approach using wikis while the control group received regular translation instruction. The experimental group students engaged in collaborative translation tasks both face to face and online via class wiki two times a week for six weeks. Tools of the study included: translation skills checklist and a pre-post translation test. Results showed evidence for the effect of using the process-oriented approach along with wikis in developing the intended translation skills.

Keywords: Process-oriented approach, wikis, translation.

1. Introduction and background

In English as a foreign language (EFL) context, one of the skills learners are expected to master by the end of their secondary education is the ability to communicate in English to the desired level. One aspect of this communication ability is the mastery students gain in translating either from English into Arabic or vice versa. Translation has become a feature in language teaching since Latin ceased to be the lingua franca in Europe and the national languages were introduced in the classroom (Menck, 1991). Bookrack (2001) indicates that translation is essentially a decision-making process that requires a combination of language ability, subject-specific knowledge, intuition, research skills, and judgment. A proper translation expresses the meaning behind the use of written words in one language in the written word usage of a second language.

Despite the importance of translation as a language skill or as an aid for learning other languages, there are no clear objectives of teaching translation in the secondary stage in the Egyptian context. In this regard, Abdellah (2007) points out that translation classes rarely include any type of analysis or help provided on systematic basis as far as translation problems and ability are concerned. He adds that students' low performance in translation skills is due to the absence of clear objectives of teaching translation, random choice of unrelated passages and the irrelevance between the types of training students get and final examination they sit for. Moreover, most of EFL teachers haven't received any appropriate kind of training in teaching translation. Consequently, teaching and learning translation have been largely ignored as an activity for language practice and improvement. Hence, a new methodology should be adopted to overcome such problems.

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The current trends in teaching translation nowadays advocates the use of collaborative group work in translation classes. Web-based tools such as wikis have the potential to facilitate collaborative learning (**Alavi, M, 1994**). It is well established that collaborative translation produces better quality results than individual translation. Thus, wiki as a web-based collaborative tool is both enabling platform for collaborative translation and a pedagogical tool for translation teaching. So, it is important to use a collaborative approach that takes into consideration the translation process itself and encourages learner-centered teaching through using collaborative groups either face-to- face or online via wikis. Hence, the current research adopts a suggested process-oriented approach using wikis to promote   secondary school students' translation skills.

Statement of the problem

The problem of the current research was demonstrated in secondary students' poor performance in translation skills. This weakness might be attributed to lack of courses that are designed to develop translation skills and the way of teaching most teachers adopt which is teacher -centered and neglects students' collaborative work. Therefore, the current study seeks to find an answer to the following question:

What is effect of the suggested process- oriented approach using wiki on the development of secondary students' translation skills?

The objectives of the research

This research aimed to:

1- Identify translation skills that are necessary for secondary students.
2- Develop secondary students' use of translation skills via wikis.
3- Determine the relationship between using technology and collaboration in teaching translation and students' progress in their translation portfolio via a wiki page.

Tools the research

1. A checklist to identify basic and collaborative translation skills necessary for secondary two graders.

2. A translation pre-post test was used to measure students' ability in reading comprehension, analyzing, transferring, composing, reviewing and editing.

Delimitations of the research

This research was restricted to the following points:

1- A sample of second year secondary students at one of Sohag public schools.
2- The following translation skills: reading comprehension, analyzing, transferring composing, reviewing and editing.

Definition of terms

Translation

Translation is rendering the meaning of a text into another language in the way that the author intended the text (Newmark, 1988). However, Bassnett (2005) views translation as a series of shifts of both linguistic and cultural levels in which a given text is embedded.

Process-Oriented Approach

Kussmaul (1995) points out that process-oriented translation training refers to the translation process itself and the cognitive efforts made by people who perform translation tasks. Further, Palumbo (2009) defines process-oriented translation as an approach that includes activities and individual behaviours of translators and translation trainees during the act of translating.

According to the current research, process-oriented approach to translation is a collaborative approach to translation teaching that consists of five stages: planning, translating, peer editing, peer reviewing and evaluation.

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Wiki

Lundin(2008) defines wiki as user-editable website .by clicking edit on any wiki page , readers can add or delete text , create new pages and links , and otherwise modify the content of a single page or a network of pages. It is also defined by Chao & Parker (2007) as a web-communication and collaboration tool that can be used to engage students in learning with others within a collaborative environment.

The present research defined a wiki as a web based tool which can be used by users to collaboratively plan, translate, edit, and revise a given text.

2. Review of literature

The nature of translation

Many people think that any person who knows more than one language can translate. It is of course far from truth. To translate better, a student-translator needs good knowledge of both source language (SL) and target language (TL), good understanding of cultural equivalence, linguistic skills and advanced language skills. Translation is a process through which a text in one language (source language) is replaced with another language (target language). Further, translation is based on correspondence between the SL text and the TL text. As Bell (1991) argues: "translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language" (P.6). It can be seen from this perspective that the translator has to find the equivalence of a given text formally and functionally. Similarly, Aziz and Lataiwish (2000) support Bell's s definition of translation, stating that: "translation is replacing a text in one language by another text in another language" (P.4). Thus, translation is seen as a process of equivalence between a source language and a target language.

Basic Translation skills

Translation is an art, and, like all other arts, it is difficult to master, for it seeks to convey the exact meaning of what is expressed in one language into another. Therefore, a close knowledge of both the source language and the target language is required for learners to translate. Student-translators should first be able to understand exactly what is intended to be conveyed, and then to express the same thought in the other language. So students have to master some skills in order to be able to translate effectively and accurately.

Based on the review of literature related to teaching translation and related studies, the present study identifies basic translation skills necessary for secondary school students as: reading comprehension, analyzing, transferring and composing.

Reading Comprehension

Chan (2006) identifies the relationship between reading comprehension and translation in the term "translation-reading" (P.104). By this he means a process which involves procedures as creating a mental representation of a text, matching potential solutions for translating unknown words, rearranging sequences, and interpreting problematic phrases through wider reading from the co-text. Hence, students have to master some reading comprehension skills that can help them understand the source text and find a solution to the problem of translating unknown words or phrases in a certain text

Analysing

Analyzing the source text (ST) is an effective step for good translation. In this context, Al-Zakri (2006) recommended that analyzing the lexical problems between English and Arabic helps student-translators avoid literally translations and improve their translation competence.

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Transferring

Translation can be seen as a process of transfer. According to Abdellah (2004) Mogahed (2013) and Abu Rabia (2014) , student-translators may use the following skills during transferring from source language to target language :

- Understanding words' morphological structure,
- Understanding words' syntactic structure,
- Dealing with different types of abbreviations,
- Dealing with idioms and avoid literal translation of idiomatic phrases,
- Finding equivalence in the TL for specific, cultural terms,

Composing

According to Pym (2010), writing on translation differs from writing a composition according to many variables as address which translation could connect with, source text genre, target language genre, and the purpose of both the author and the reader . Abdellah (2004) suggests the following composing sub-skills that novice translators should master (p.49-50):

- Using correct word order as followed in the target language.
- Using correct sentence structure as followed in the target language.
- Transferring the ideas of the text in clear ideas in the target language.
- Rephrase certain sentences to qualify for the overall meaning translated.
- Making changes to the text as a whole to give it a sense of the original without distorting the original ideas.

The suggested process -oriented approach using wikis

The current study suggests a process oriented approach based on wikis as a collaborative tool for teaching translation to secondary school students.

The process -oriented approach to teaching translation

Process-oriented training began in earnest in the 1990, when Kiarly (1995) called on trainers to shape a curriculum around optimal strategies, decisions, and behaviors exhibited by successful professional translators in authentic contexts. Translation process research and practices in that decade were driven by three primary methods: integrated problem and decision making think loud protocols and problem solving. According to Dollerup&Lindegard (1994) the basic philosophy of the process- oriented approach to translation lies in the following assumptions:

- trainees are considered as students of translation methods rather than producers of finished products,
- teachers take a normative attitude as far as the process oriented phase of the course,
- processes are supposed by theoretical models which explain and integrate them,
- problems diagnosis can be done partly by analyzing the product and partly by putting questions to the students,
- waiting problems reports by the students are very useful tool for diagnosis : when handing in translation assignments , students are also required to report in writing the problems they encountered which doing the translation difficulties in understanding a particular sentence , in reformulating an idea , in finding the meaning of a source language term and in finding a good target language equivalent.

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## Using wikis along with the process-oriented approach to teach translation in EFL classroom

The emergence of Web 2.0 technology provides new possibilities for language teachers to organize online learning experiences and provide opportunities for students to practice collaborative translation. It is hoped that by tapping on the advanced technology in the information era, Egyptian language teachers could better help their students who are taking English as a foreign language to improve the translation competency. The emergence of Web 2.0 technologies in recent years has created good prospects for the process-oriented collaborative translation approach. Among the wide range of interactive technologies, wikis are platforms where content can be created, edited and shared by users (O'Neill, 2005 cited in Chee et al, 2015). Unlike traditional course systems, wiki provides users with simple features like open editing and the latest supporting social media tools, hence it has the potential to facilitate and enhance online collaboration (Elgort &Toland, 2008). It emphasizes "active participation, connectivity, collaboration, and the sharing of knowledge and ideas among users" (Wang, 2013: 216) and provides "an interactive process of review from a group of people who are also sharing the review as authors" (Akura&Clarke, 2008: 275).

Clearly, wiki alone cannot make collaborative translation happen, and students do not automatically become more active, participate, and collaborate with others when they use wikis for educational purposes. Students' willingness and motivation to use wiki in a collaborative way is important but not sufficient to initiate true collaboration. To foster collaborative translation, participation, and active involvement in wiki development there is a need for a systematic approach to the development of wiki applications (Hadjerrouit, 2011). Therefore, the present research suggests a process- oriented approach that enables students to translate collaboratively and review each other's works and provide peer feedback via wiki tool.

Some studies investigated the effect of using the process-oriented approach along with web-based tools in developing translation skills such as Angelona (2010) who recommended using an integrated process-oriented approach using web-based tools. Further, Sin & Micu (2012) integrated the process-oriented approach with e-learning tools to enhance students' translation skills within a collaborative mood.

Stages of the suggested process-oriented approach using wikis:

The suggested approach consists of five stages as shown in *figure 1* and each has its objectives and strategies. The stages are: planning, translating, peer review, peer editing and evaluation.
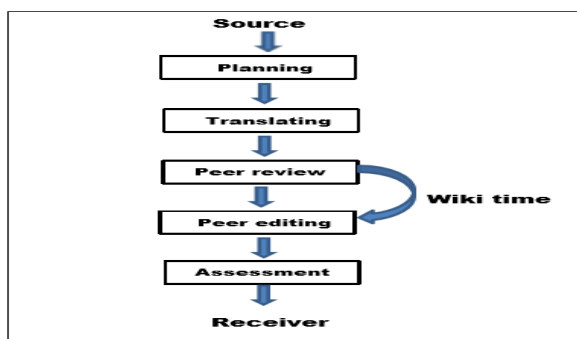
The suggested approach

Figure 1, the suggested approach

Planning

Planning as a cognitive process is defined by (Hayes & Nash1996) as "preparatory reflection on a goal (including specifying it), and/or on the means to reach the goal"(p.29). Jaaskelainen (1999) described planning stage in a translation activity as " *in the use of aids during the pre-writing phase, there may be two types of translators: those who look up words and do the research before doing the actual translation, and those who do it concurrently, while translatin*g" (p. 121) .

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According to the purpose of the current research, planning stage acquaints students with reading skill which is one of the main translation skills. Translation begins with reading and many problems occur in the process of translation because of incorrect understanding of the source text. Therefore, student- translators have to be aware of reading sub-skills as reading for the gist, reading for details, using morphology knowledge to guess the meaning of unknown words, inferring the meaning of new words through context clues and identifying pronoun referent.

Translating

The second stage is translating the source text. Translating the source includes analyzing, transferring the source text and composing the target text.

Peer reviewing

Revising is a complex process comprising three activities: re-reading the content language and presentation, sharing the target text, and revising based on peers' comments and feedback. A wiki is a useful interface for peer revising that requires students to add or delete content. Students may choose to change some words, or reorganize a part completely on the wiki. According to this study, students are provided with a peer reviewing checklist to review their pieces of translation via a wiki page in terms of source language transfer, word choice, target language correctness, cohesion, presentation and layout of the target text.

Peer editing

When editing, students can view the piece in terms of word choice and correctness of content, sentence structure, correct tense , subject verb agreement, pronoun reference, spelling errors , and punctuation problems. Students are encouraged to edit their group work again on the wiki a few days after they finish their translation. The period of waiting may provide students with a fresh perspective and the enthusiasm necessary to finish the translation process. At the end, the leader needs to confirm the completion of their translation.

Evaluation

The final stage of the suggested approach is evaluating students' final products. The current research adopts a formative assessment technique using an online portfolio via a wiki page through which students publish their final translation.

3. Research Method

The research method includes design, participants and instruments of the research.

Design

The present research used the quasi-experimental design .Two groups pre-posttest design was used to investigate the effect of a suggested process-oriented approach using wikis on the development of secondary two students' translation skills.

Participants

Participants of this research were 60 students at the second secondary grade in a public school in Sohag called Sohag Public Language School. The participants were selected randomly from the second semester of the academic year 2016/2017 and assigned into two groups both boys and girls. Each group consisted of 30 students. The age of those students ranged from 17 to 18 years old. They studied English as a subject and an advanced level course for 10 years beginning in the first primary grade.

Determining the equivalence between the two groups before the the implementation of the suggested approach in translation test

To control variables and determine the equivalence between the two groups of the research before implementing the proposed approach, the results of the translation pre-test of both the experimental and control groups were subjected to statistical treatment to find whether are statistically significant difference between the two groups. Consequently, t-test for independent samples was used to compare the mean scores of the two groups, as shown in Table 1.

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Table 1

T-test results of the translation pre-test comparing both experimental and control groups

Group	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
Experimental	30	38.6	5.06	1.065	58	.292
Control	30	37.3	4.38			

Table 1 shows that there is no statistically significant difference between the mean scores of the experimental and control groups on the translation pre-test since significance value (sig. 2-tailed) **(.292)** is not statistically significant at **(0.5)** level . As a result, the two groups are homogenous at the beginning of the experiment with the reference to the translation pre-test.

Instruments

The present research used the following instruments:

1. Translation skills checklist.

2. Pre-post translation test.

The translation skills checklist

The objective of this checklist was to determine the translation skills necessary for secondary second graders and develop the pre-post translation test for the present study. The initial checklist was designed and submitted to a jury of faculty members to judge its validity. Taking their suggestions into consideration, the final checklist was written by modifying some skills and sub skills, deleting unnecessary ones, and adding others. Hence, the final checklist included six main skills namely; reading comprehension, analyzing, transferring, composing, peer reviewing and peer editing. Further, each main skill included some sub-skills. The mentioned skills and sub skills incorporated basic and collaborative translation skills needed to be acquired by secondary two graders.

The pre-post translation test

Based on the translation skills checklist and related studies to translation testing, the researchers designed the translation pre-post test. The test was designed to investigate the effect of using the suggested approach in developing second year secondary students' translation skills. Specifically, the test measured secondary two graders' ability in some translation skills, namely reading comprehension, analyzing, transferring, reviewing and editing. The test was divided into three parts: reviewing & editing, sentence translation and text translation. The first part includes reviewing and editing a translated text. The second part includes two sections: translating sentences from English into Arabic and translating sentences from Arabic into English. The third part includes four subsections: reading, analyzing, transferring and composing. Every section was followed by a number of questions.

Scoring technique of the test

Reviewing literature related to translation testing, the researchers designed an analytical rubric to assess students' pieces of translation in the test. The rubric is divided into four criteria: accuracy of source text transfer, mechanics, word choice, cohesion and coherence. Each criterion is graded into five well-defined indicator from 0 to 4; score 4 is the highest and score 0 the lowest.

Validity of the test

To ensure the validity of the translation test, the researcher submitted it in its initial form to a jury of TEFL faculty members and specialists in English language and translation to evaluate the test in terms of:

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1. Appropriateness of the test items measuring the identified skills.
2. Appropriateness of the test to the students' level.
3. Validity of the test as a whole.
4. Validity of the scoring rubric used for assessing students' pieces of translation in the test.

Generally speaking, the jury members approved the test as a whole and the scoring rubric used to assess students' pieces of translation in the test as being valid.

Reliability of the test

The translation test reliability was obtained by administering the text to pilot study of **15** students who were excluded from the participants of the research. The purpose of the pilot study was to demonstrate the level of the texts that could be translated by the examinees and estimate the appropriate time for the test and measure its reliability. After twenty days, the same test was applied on the same group. The computed reliability for test re-test after twenty days was computed using Pearson Coefficient formula to test the internal of consistency of the respondents and it was **(0.831)** which was acceptable for conducting such a research.

4. Results and discussion

The results of the study are presented with the regard of the research question using an SPSS programme. Then, the findings are discussed and interpreted in light of other previous studies conducted in the same field to compare and support the results obtained.

Research question: What is the effect of the suggested process - oriented approach using wikis on the development of secondary school students' translation skills?

To answer this question, the t-test for independent samples was used to compare the mean scores of the two groups on the translation post-test.

Table 2

T-test results of the translation post-test comparing both experimental and control groups

Group	N	Mean	Std. Deviation	t	Df	Sig. level
Control	30	36.04	5.65	10.54	58	Sig.
Experimental	30	50.17	4.38			

As shown above in table 2, the estimated t value (10.54) for the test as a whole is statistically significant at ($a \leq 0.05$) level. This indicates that there is a statistically significant difference between the experimental group and the control group on the translation post-test in favour of the experimental group. This result can be attributed to the subjecting the experimental group to the proposed approach of teaching translation.

Results of the study confirmed that there has been much improvement in the students' level in translation. Experimental group students achieved progress in the overall translation test after the application of the suggested process-oriented approach using wikis based program.

These results may be in line with the following studies:

▪ Bier (2003), Abdellah (2004) and Janke (2005) revealed that using the process-oriented approach enhanced students' translation skills. Moreover, Pavalovic et al (2009) recommended that using the process-oriented approach enhanced students' collaborative translation protocols. It is clear that Pavalovic's study concurred with the current research as both studies resulted in developing translation skills through a collaborative approach.

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- Angelona (2010) and Sin & Micu (2012) integrated the process-oriented approach with e–learning tools to enhance students' collaborative translation. They concurred with the present research in using the process-oriented approach and technology in teaching translation.

- Kiraly (2000) proposed a collaborative approach for teaching translation in which he supported student-centered learning and students' interaction with their peers .Kiraly found that using such a collaborative approach enhanced student' translation skills .Similar results were found by Kelly (2005), Barros (2011) and Stewart et al (2013).

- Liaoc (2005), Barr (2012), and Venkatesan et all (2014) used web-based tools such as wikis to enhance students' collaborative translation skills.. It is clear that the results of the current sudy concurred with the results of the previous mentioned studies in using wikis as a tool to enhance students' collaborative translation skills and encourage them to receive peer feedback through peer reviewing and editing.

- Mogahed (2013) used portfolio assessment to develop students' translation skills. The current study concurred with Mogahed's study in using formative assessment type such as portfolio that can be an effective tool for enhancing students' translation skills. However, the present research used an online portfolio page for each group via wiki. The current study found that such a portfolio page helped students see their progress during the program and helped the instructor assess and measure students' translation performance.

The progress in students' level in the overall translation test may be attributed to several factors:

- Using the process-oriented approach in teaching translation may be effective for enhancing students' translation sub-skills as it takes into consideration the process of translation itself rather than its final product.

- Adopting such a collaborative process-oriented approach may enhance students' collaborative translation skills so that they can engage together within collaborative groups to read and analyze the source text to find solutions to the translation problems they face.

- Integrating wiki to the process-oriented approach can be effective in developing collaborative translation skills because it helps students review, edit and publish their final target text in a collaborative mood.

- Adopting a formative assessment technique that provides peer feedback through peer reviewing and editing through an online portfolio page via wiki in which experimental group students publish their final product for each translation lesson. This online portfolio helps students see their progress during the program. Further, it can help the instructor assess students' translation performance properly.

5. Conclusion

Based on the results of the present research, the following conclusions were reached:

- It is stated that the suggested process-oriented approach using wikis developed students' performance in translation skills (reading comprehension, analyzing, transferring, composing, reviewing and editing).

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- The study revealed that using the process approach and breaking down the translation process into sets of collaborative activities as reading comprehension, analyzing, translating, peer reviewing and editing was successful on simplifying the translation process and helped learners focus more on the translation task.

- The study revealed that integrating wikis in the EFL classrooms provided support for the collaborative production of the shared knowledge, documents, and materials by means of group interaction through online peer reviewing and editing of translated texts.

- It is stated that the study showed the importance of collaborative translation skills that secondary students should acquire through reading, analyzing, composing the text within face-to-face in collaborative groups, reviewing, editing and sharing the final product online via their class wiki page. Hence, receiving translation instruction in a collaborative mood helped students' solve grammatical and lexical problems than individual translation and motivated them for learning translation.

- Integrating wiki in the translation process developed students' writing skills.

- The research showed the benefit for receiving and providing peer feedback through peer reviewing and editing via wiki. When receiving feedback, learners invite peers to contribute experiences and perspectives to enrich their own learning process. When providing feedback, learners actively engage in articulating their evolving understanding of the subject matter and apply the learned knowledge and skills when assessing others' work. As a result, learners are involved in thinking about quality, standards, and criteria that they may use to evaluate others' work, which helps them, become critical thinkers and reflective learners.

- It is stated that teaching translation using technology enhanced students' motivation for translation.
- It is stated that setting clear objectives for translation, using a systematic approach for teaching translation that incorporates collaborative online tools such as wikis has become a necessity to be included in the secondary stage EFL syllabus.
- Using an analytical scoring rubric which takes into consideration the most important criteria for assessing a piece of translated text helped students focus more on the translation task.
- Combining two kinds of assessment: formative assessment, in the form of online portfolio via wiki, and summative assessment, in the form of a final translation test, leads to better results. The online portfolio gave students the opportunity to see their progress and reflect on their work.

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