AL-RAYAN UNIVERSITY

The Effect of Cooperative Learning in Improving the Performance of 4th level English Language Students in the Women's College at Hadhramout University in Translating Legal Texts

A Thesis Submitted to the Faculty of Graduate Studies at Al-Rayan University to complete the requirements for obtaining a Master's degree, in Arts in English and Translation Studies

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2023/1445

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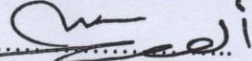
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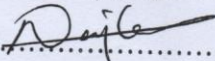I certify that this master's thesis entitled,

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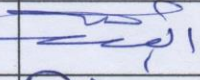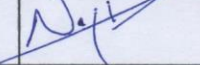Supervisor:.... Prof... Najla Abdulla Ateeg BaJubair

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Discussion Committee Members:

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1	Prof. Najat Ahmed Busabaa	Professor	Chairman & Internal Examiner	
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DEDICATION

To my father's soul, may Allah have mercy on him...

To my mother, the one who keeps supporting me......

To the greatest man, my beloved husband....

Acknowledgment

Abstract

The current study investigates the effect of CL on improving the performance of the 4th level English language students in the Women's College at Hadhramout University in translating legal texts. Moreover, it seeks to explore those students' perceptions of how cooperative learning improve their performance in translating legal texts. By using a mixed-methods approach with a quasi-experimental design, the research included (45) female participants majoring in the English Language in the Women's College at Hadhramout University from an initial population of (51) students. Two types of data collection instruments were employed: pre-&post-tests, in addition to interviews. Based on the study findings, it was found that the implementation of cooperative learning gave better results to participants' translation skill and quality than lecturer's method. Furthermore, the interviews revealed that participants generally responded positively to cooperative learning, expressing feelings of motivation, excitement, interest, and a sense of having made notable progress and improved comprehension. Additionally, cooperative learning was found to enhance their cooperation in terms of positive interdependence and equal participation. The majority of participants also noted significant improvements in their skills and performance in translating legal texts.

Key words: Cooperative Learning, Traditional Method, Legal Translation, Performance Improvement, University.

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List of Abbreviations

Symbols	Nomenclatures	Units
BA	Bachelor degree of Arts	
CC	Constructive Controversy	
CIRC	Cooperative Integrated Reading and Composition	
CL	Cooperation Learning	
EFL	English Foreign Learner	
ELL	English language learners	
LTD	Learning Through Discussion	
MA	Master Degree	
SIT	Social Interdependence Theory	
SL	Sources Language	
STAD	Student Teams-Achievement Division	
TAI	Team Assisted Individualization	
TGT	Teams-Games-Tournament	
TL	Target Language	

Chapter One

Introduction

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Introduction

1.1 Introduction

Teaching is considered as a changeable task. It does not stick to specific strategies and procedures. Moreover, teachers' responsibilities are changing over time from being information providers to designers of learning experiences that enhance students' participation. A rising understanding that learning experience should be interactive in order to increase student participation and mounting evidence that thoughtful design of instructional experiences improve students' acquisition of knowledge and capabilities which are factors in this transformation.

These transformations in the teaching process are now required in our day. This is due to the ongoing development and interaction of the world's peoples. This takes on even greater significance when the objectives of translation education are considered within the broader framework of a foreign language curriculum and the fundamental concepts and pedagogical approaches that influence it.

There are different kinds of techniques in teaching translation for students who study English as foreign language, for example, cooperative learning (CL) is one of the most popular active pedagogical methods. It is a method that makes students actively participating in their educational experiences. Additionally, it serves as the cornerstone around which many active learning and student engagement strategies are constructed. CL is a method that enables students to collaborate and interact with each other on both a cognitive and emotional level while working toward a common goal. Students interact through exchanging ideas, informing one another, correcting one another, and providing feedback on one another's work.

1.2 Teaching Translation

Language teaching and learning have undeniably experienced various phases as educators continuously search for effective teaching methods. Over time, a range of theories has evolved. Starting with Skinner's Behavioral theory (1957) that highlights learning through habitual imitation, to the Cognitive Theory championed by researchers like Ausubel et.al (1968) which promotes meaningful learning. More recently, perspectives have emerged suggesting learning as an interactive process where the learner actively engages and participates in knowledge formation. These views contribute to what is known today as Constructivism, which comes up with new implications that has effects in different fields among which is translator education.

House (1981) has criticized traditional approaches to teaching translation, labeling them as unsatisfactory and insufficient. She argues that in these traditional teaching methods, instructors often present students with a text without clear objectives for its selection. This text is difficult for students to translate, particularly when they have not been previously prepared to handle such complex content. As a result, students are prone to making mistakes. In the next class, the class meticulously reviews the same text, with each sentence being read by a different student. At the end of the session, the teacher prompts the students to propose alternative translations and refine the provided versions. House states that this approach to translation instruction is frustrating one. Her perspective underscores a prominent debate in translation education: the disconnect between theoretical knowledge and practical application in university translation programs.

Wilss (1982) states that the field of Applied Translation Studies is marked by a lack of systematic structure, this is because of the inflexibility of the teaching methodologies. As a result, it is essential to account for various elements, including the educational environment, roles of both students and teachers, suitable teaching methods, cohesive and purpose-driven curricula, as well as evaluations of both the curriculum and the educators. This could suggest that just as translation encompasses a myriad of skills and competencies due to its interdisciplinary nature, translation pedagogy similarly consists of numerous factors that need to be considered when designing a translation curriculum.

Wilss (1982) discusses on the direction of translation training, expressing concerns about the readiness of translation graduates for their prospective roles. He expresses diminishing confidence in the preparedness of graduates for professional challenges. Moreover, he identifies the notable shortcomings or challenges, or a combination of both, in at least three domains: the objectives of translator education, the teaching techniques employed, and the evaluation of translator proficiency.

Claramonte (1994) delves into translation pedagogy, offering insights about both educators and learners within translation curriculums. Focusing on students, he proposes that they should be evaluated based on qualities intrinsic to proficient translators. This includes an impeccable understanding of the target language and a comprehensive awareness of the socio-cultural contexts of both the source and target languages. In addition, Claramonte (1994) emphasizes that translation students ought to be humble, refraining from making corrections to the original author, and be skeptical (by checking all doubtful terms). Moreover, it is crucial for them to possess a profound understanding of the nuances, registers, and styles of the target language.

Importantly, they should avoid altering the core message or bending the narrative to fit their own linguistic style or preferences.

Regarding the instruction of translation, Claramonte (1994) contends that one necessary attribute of translation teachers is to be translators. This means that they should be immersed in the same tasks as their students and possess firsthand knowledge of the intricacies and dynamics of the translation realm. Additionally, a translation instructor should familiarize students with the translation associations, such as conferences, translation journals, and workshops. Moreover, they must determine the specific knowledge and skills students should acquire during their studies.

It could argue that as translation has gained its entity as a unique and autonomous field of study, there's a pressing need to systematize and refine this domain by critically examining the merits and shortcomings of prevailing university-level translation pedagogy. Kiraly (1995) posits that the majority of translation programs at universities globally aim to equip students to be professional translators by providing them with the skill and the knowledge required to serve as intermediaries between writers and readers who communicate in different languages.

Hence, there could be a need for a revamped translation pedagogy that not only enhances translation quality but also empowers students to take ownership of their education. Additionally, fostering motivation is crucial for students to make advancements, cultivate self-directed learning, and bolster their self-assurance in mastering this skill. Furthermore, educators need to be well-versed in efficient techniques for imparting translation skills, ensuring that students are aptly prepared for their future roles as proficient translators. Thus, employing effective pedagogy may promote and improve the quality of translation teaching and learning as well as translation as a product.

1.2.1 Teaching Translation in Yemeni Universities

From the beginning, translation was considered the root of language learning (House, 2009). Recently, there has been a rise in interest in translation and programs that train translators. This interest, along with the effects of globalization, the information technology revolution, and cultural diversity, has increased the need for translation services provided by qualified translators and interpreters. For these reasons, several forms of translation courses are becoming accessible as part of foreign language degree programs across the world. These programs range from undergraduate through doctorate degrees and cover a wide range of specializations, including translation, interpreting, or combine the two (Angelelli, 2013). In some countries such as

European Countries, translator training programs are long-term and they combine bachelor (BA) and master (MA) degrees together adding up to five years of training. While in a country like Turkey, there are four-year BA programs (Pym, 2011). Students in these BA long-term programs need first to learn solid fundamentals in language classes before specializing in translation courses in their final years, whereas MA programs are more specialized (Pym, 2011).

However, in the Arab world, translation programs are quite similar. All BA programs consist of language classes that must be mastered in the first two years, followed by a variety of translation and interpreting courses in the final years. Translation courses in Arab universities have slight variations, often tailored to meet the specific requirements and objectives of each university.

Several higher education institutions in the Republic of Yemen have translation programs that are connected to their English departments. These programs provide four-year bachelor's degrees in translation to Yemeni students. (Alshargabi and Al-Mekhlafi, 2021).

Nearly every program aims to prepare Yemeni students to work as translators and interpreters in the future. A variety of language proficiency classes, linguistics courses, as well as courses in translation and interpreting, are offered to students who enroll in these programs. Most of these projects began in the middle of the 1990s and underwent development in the decade that followed. All public universities have stringent admissions standards, including a high score on the High School Leaving Exam and passage of language competence examinations in English and Arabic. (Alshargabi and Al-Mekhlafi, 2021).

According to Al-Sagur (cited in Alshargabi and Al-Mekhlafi, 2021), translation course descriptions in a number of Yemeni universities differ greatly. Some university course descriptions lack scientific statements of their aims and leave the detailed material entirely to the professors' creativity. Furthermore, the performance of translation program students is lacking perquisites of translation skills and practices. Although such initiatives are extremely beneficial and necessary, it is possible that they were not effectively organized to meet market demands or international standards. Therefore, the teaching of translation and interpreting skills falls short of expectations. Requirements of these courses are poorly provided, and instruction in Yemeni universities varies greatly from one another. The language level, materials utilized in class, and assessment procedures are all inconsistent. (Alshargabi and Al-Mekhlafi, 2021). Some previous studies such as (Al-Sagur, 2010) have shown that the majority of academic translator training programs in Yemeni universities do not adequately prepare graduates with the skills demanded

by the market. The graduates feel dissatisfied with their inadequate abilities since they do not meet the requirements of the businesses. As a result, teaching translation at Yemeni universities must be developed by exploring and testing new ways that might give solutions to challenges encountered by both professors and students.

1.3 Statement of the Problem

Although translation has become a life necessity in these days, universities in Hadhramout still do not place as much focus on it as it deserves. Despite, the study of translation begins in the first years of students in the English Department, it is found that all lectures focus mostly on the theoretical side, and general with no real training in translation practice provided.

In Hadhramout University, students of English department study translation last two years before graduating during four courses. In fact, lectures focus on explaining and introducing the theories of translation in general with giving students some sentences or short texts to be translated. As a result of all these ineffective methods of teaching translation, students have genuine challenges while entering the labor market or may be rejected owing to their incapacity to work effectively as qualified translators.

In recent years, many studies (Yuliasri, 2011, Alhaj & Albahiri 2021, Adlan et al, 2019) have conducted in different settings of education suggesting the different kinds of CL method to empower students in different English language aspects including translation. These studies focus on the relationship between the implementation of CL and the positive improvement of students' performance.

In Yemeni context, there is no study, at least in the researcher's limited knowledge, examined the effect of CL in improving the performance of 4th level English language students at Women's College/Hadhramout University while translating legal texts.

This study is different from Al-Tamimi's (2014) study which was conducted to examine the effectiveness of CL in enhancing speaking skills of students at Hadhramout University. In case of the study of Luhmdy (2016), the researcher investigated the effect of CL method in improving writing skills among female students at Hadhramout University. As the previous studies dealt with the skills of English language, the translation of legal texts has not been involved in these. This study comes to expand the previous studies' results by focusing on utilizing CL in teaching legal translation an English aspect that no study covered before for the best of the researcher's knowledge.

Definitely, the present study aims to examine the effect of CL in improving students' performance of translating legal texts, and to investigate the students' perceptions of how CL improve their performance of translating legal texts.

1.4 Purpose of the Study

The purpose of this study is to test the effect of the implementing of CLon improving students' performance of translating legal texts at Women's College/Hadhramout University. In addition, to investigate the students' perceptions of how CL improve their performance of translating legal texts.

1.5 Objectives of the Study

This study aims to achieve two primary objectives, which are as follows:

1) To investigate the effect of implementing CL on improving the performance of 4th level English language students at Women's College/Hadhramout University while translating legal texts.
2) To investigate the students' perceptions of how CL improve their performance of translating legal texts.

1.6 Questions of the Study

- To what extent do CL improve the performance of 4th level English language students at Women's College/Hadhramout University while translating legal texts?
- What are the 4th level English students' perceptions towards how CL have improved their performance when translating legal texts?

1.7 Significance of the Study

The current study is important because of the following reasons:

1. The major contribution of this study is the effect of implementing CL therefore, the study may contribute to the literature in the same field.
2. It may help the translation lecturers to explain their lesson by using activities that can create cooperative environment in the classroom.
3. The current study may clarify the positive roles of that CL plays in teaching translation instead of using traditional methods.

1.8 Limitations of the Study

This study confined to examine only one of the most commonly-used methods namely: CL when teaching legal translation. This approach was applied only to (45) students of 4th level English language students at Women's College/Hadhramout University. The study limited to examine the effect of CL in improving students' performance while translating legal texts and investigating the students' perceptions of how CL improve their performance of translating legal texts.

1.9 Definitions of Terms

1.9.1 Whole Class Teaching Strategy (traditional method)

Whole Class Strategy is a type of teaching in which the teacher stands in front of the class and keeps lecturing and asking questions. Typical, whole class strategies include lectures, discussions, and teacher demonstration. (MeLeod et al, 2003).

1.9.2 CL (CL)

"CL is the learning process in which individuals learn in a small group with the help of each other." (Singh and Agrawal, 2011).

Cooperative learning, as defined by Bolukbas et al. (2011), is a method by which students of varied abilities, genders, nationalities, and social levels carry out their learning by working in small groups and helping one another.

For the current study, CL is a method which is designed by translation instructor to divided students into small groups for practice and training in translating legal texts. The division of the students based on their individual peculiarities, and each group has been given a legal text to translate it between English and Arabic by the researcher.

1.9.3 Performance

Several scholars agree that academic achievement is the consequence of learning, which is prompted by the teacher's teaching activity and created by the student. (Lamas,2015). Martinez (cited in Lamas, 2015) states that academic performance is the product provided by students, and it is typically expressed by school grades.

Academic performance, according to Pizarro (1985), is a measure of the indicative and responsive skills that convey what a person has learnt during an educational or training process in an estimated manner.

1.9.4 Legal Translation

Cao (2007, p.191) defined Legal Translation as "a type of specialist or technical translation. It is a translational activity that involves language of and related to law and legal process."

1.9.5 About Women's College/ Hadhramout University

Based on Republican Decree No. (45) for the year 1993, the Women's College was founded within the Hadhramout University. It was one of the original three colleges on which the Hadhramout University was built. In the five departments of Kindergarten, Islamic Studies, English Language, Social Work, and Art Education, bachelor degrees are awarded. In those departments, there are more than (800) students enrolled.

English Language Department was established in the academic year of 2000/2001. It awards a bachelor's degree in English. This department study term is four academic years (eight semesters), and thirteen batches have graduated as of the 2015/2016 academic year. The number of female students in this department in the academic year 2016/2017 is (235) in the four levels.

Chapter Two

Literature Review

Chapter Two

Literature Review

2.1 Introduction

As the purpose of this study is to investigate the effect of implementing CL on improving students' performance at Women's College/Hadhramout University while translating legal texts, this chapter provides the necessary and sufficient comprehensive background information on CL literature that is necessary to understand this approach and how it is used. In addition to that, this chapter outlines the previous studies that examined and studied the different effects of applying CL on improving students' performance.

2.2 Theoretical background of the Study

People who can work well in groups to achieve a common goal are more likely to succeed in business, athletics, the military, and almost any other effort in today's world. In fact, one of the few spheres of human endeavor where cooperation is not the fundamental goal is education. Helping one another in class may result in punishment for cheating. The competition amongst students for good marks, instructor approval, and other benefits is typical, has the effect of making students less likely to support and even discourage one another's academic accomplishments.

CL is "a term that refers to instructional methods in which students of all levels of performance work together in small groups toward a common goal." One student's success contributes to the success of other students, which is the fundamental aspect of CL. (Slavin, 1982). CL is a learning strategy in which learners are divided into groups to share responsibilities of their own learning and as well as teammates' learning. The purpose of using this method is to achieve success together in learning. "Teaching practices that provide opportunities to students to learn together in small groups are known as Cooperative Learning" (Sonthara & Vanna, 2009).

CL means when students study in groups that are designed to need cooperation from all members in order to achieve a task. Students collaborate to learn and are accountable for both their own learning and that of their team members. Many teachers now are rethinking old methods that prioritized rivalry over teamwork in the class. Teachers are reevaluating whether it makes sense to let students work independently, frequently keeping their information from their peers to avoid cheating. They are learning that CL enables learners to participate actively in learning.

Although classroom is a very social environment and spaces, teachers frequently focus on individual learning and disregard the social aspects of learning in the classroom. However, more learning would occur if teachers could effectively utilize this social component and the social structure of the classroom. CL strengthens students' communication abilities and increases their capacity to succeed in the workplace and in society as a whole. (Sonthara & Vanna, 2009).

The special thing about CL that makes it to constantly spread throughout the world is that: first, CL techniques integrate and advance social and academic abilities, two universal educational objectives. Second, instructors increasingly resort to the extensive corpus of CL techniques and procedures as the most adaptable forms of educational instruction for the culturally diverse classroom as a result of the growing variety in classrooms worldwide. The fact that research regularly supports CL practice as it encourages continued evaluation of its efficacy as well as ongoing revision and improvement of theory and cooperative methods. CL is a powerful tool that teachers can use to increase student engagement in their education and develop their capacity to foster a supportive and engaging learning environment. Therefore, it should come as no surprise that an increasing number of education ministries are using CL as a key element of their policy in order to modernize their nation's educational system. (Sharan, 2010).

According to Yuliasri (2011) CL have some strengths such as: enhancing learning and academic achievement, improve retention, increasing student satisfaction with the learning experience, assisting students in improving their oral communication skills, enhancing students' social skills, enhancing learners' self-esteem, and increasing positive inter-racial relationship. CL techniques are nothing new. They have been utilized by teachers for a long time in the form groups for projects and discussions, and lab groups. However, the latest studies on CL have utilized these techniques to the teaching of fundamental skills. Moreover, these studies have refined and systematized cooperative strategies to the point where they are now widely used in every imaginable subject, at grade levels from kindergarten through college, and in all types of schools around the world. (Slavin, 1982).

2.2.1 Cultural Considerations in CL

At the very basic level, our existence is encompassed by our own culture, which spans the realms of the personal, familial, communal, institutional, societal, and global (Banks & Banks, 2001). Consequently, culture can be viewed as the acknowledgment of human distinctions in a comprehensive manner. It is evident that culture exerts its influence over all facets of our lives, including our approaches to teaching and learning. The ways of thinking and the types of knowledge we prioritize are shaped by a complex interplay of social, cultural, economic, and political factors Merriam and Caffarella (cited in Bulut, 2009). Educational establishments worldwide have been significantly impacted by their social and cultural contexts. Consequently, the various approaches to educational investment and the philosophical principles that underlie them vary as extensively as the myriad of cultures and ethnic groups present across the globe.

The assertion that learning styles are culturally rooted is supported by the fact that people from different ethnic backgrounds, with diverse histories, perspectives on reality, and socialization practices, demonstrate variations in how they prefer to learn. Hence, it is essential for both students and educators to develop an understanding of their own learning styles and those of others. This understanding underscores the significance of considering people's thinking styles when creating learning programs. Ultimately, teaching can achieve its maximum potential when it aligns with the thinking styles of the learners. (Bulut, 2009).

Culture is perceived as established patterns of cognition and conduct encompassing values, beliefs, codes of behavior, political structures, economic practices, and notably, communication methods. These patterns evolve over time within various human groups, enabling them to adapt and thrive in specific environments. These cognitive and behavioral norms are transmitted from one generation to the next, fostering shared experiences that mold the group's collective understanding of the world. (Bulut, 2009). Through shared values, a group can uphold its social existence and preserve its social norms, often achieved through the process of education (Banks & Banks, 2001). In a broader sense, culture can be seen as a framework of understanding that guides our interactions and communication with others while aiding in the interpretation of others' actions. Put simply, culture is a human-made construct, a product of the patterns established by individuals as they strive to adapt and thrive in specific environments.

It is evident that culture exerts a profound influence on all facets of our lives, and education, being a significant social institution, is certainly not exempt from specific cultural influences. In fact, almost every aspect of education is intertwined with culture, as pointed out by Armstrong

(2002). It is apparent that culture embodies diversity, and these differences span a wide spectrum. Given that social values vary within cultures and among ethnic groups, there is compelling evidence to suggest that culture strongly affects individuals' learning processes. Therefore, there is an effort to comprehend the dynamic interplay between cultural orientation and CL techniques. There were some studies (such as the study of Bulut, 2009) that explored CL methods in countries marked by cultural, ethnic, regional, and religious diversity. Specifically, these studies aimed to examine how instruction and academic settings characterized by cultural distinctiveness impact the learning process, with implications for improved instructional approaches. The study surveyed CL experiences among students in different countries, with a focus on analyzing both similarities and differences among these student groups, each hailing from highly diverse cultural backgrounds.

2.2.2 Theories Underlying CL

Since Vygotsky first endorsed social constructivism in 1978, educational psychologists and practitioners have discussed extensively CL. According to Vygotsky (1978), social connection with other people is crucial for the acquisition of knowledge and information that people alone are unable to acquire. It is said that acquiring knowledge is used to build social structures through joint efforts to comprehend, participate in, and learn about problems. It is anticipated that students may attain greater potentials with proper direction or assistance from an experienced adult or in collaboration with more competent classmates. (Loh & Ang, 2020).

Dewey, Lewin, and Deutsch stated that CL is directly affected by philosophers and psychologists who placed more emphasis on the learning process than its content. First of all, there was John Dewey, who played a significant role in what was known as "progressive education" in the 1930s and 1940s. Dewey sought educational manners to involve students to be engaged, as responsible citizens in a democratic society rather than only teaching mere dead facts. He thought that what students learn in the classroom should be fully incorporated to their lives as citizens and as individuals. His philosophy encouraged the development of techniques for cooperative planning and inquiry in small groups based on what students were interested in learning. Through these procedures, students were involved in the cooperative planning of all educational courses and were also applied to finding answers to the social issues that arose in their classes and across the school. This was a successful strategy for motivating learners and preparing them for a responsible participation as adults in solving societal issues. (Sharan, 2010).

Recent CL researches demonstrate that interdependence is required for CL to occur. under Social Interdependence Theory (SIT), Johnson (2003) defined CL as a method to skill and knowledge construction through collaborations among learners. He proposed that positive interdependence leads to "promotive interaction" among students, in which they can motivate and assist one another in achieving shared goals. Teachers must design objectives and interactive tasks that encourage cooperative behavior among students in order to promote positive interdependence. Some roles are assigned to students including leader, recorder, checker, and timekeeper. Positive interdependence has more advantages, but it also requires cooperation and contribution from all group members; otherwise, it could result in negative interdependence, where students discourage and obstruct one another from achieving a common objective. (Loh & Ang, 2020).
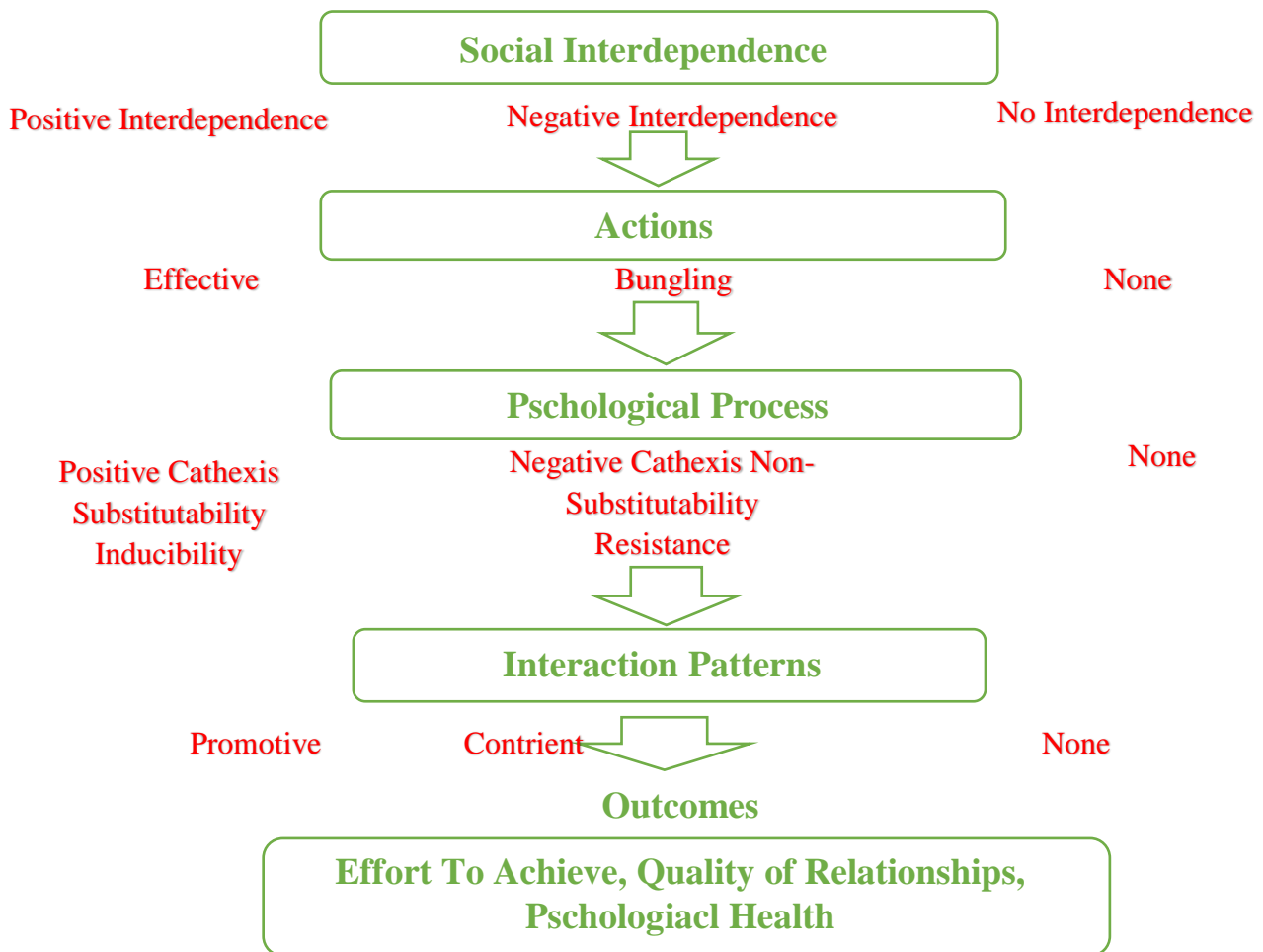
Figure (2.1): Overview of Social Interdependence Theory, Johnson, D. W. (2003). Social interdependence: Interrelationships among theory, research, and practice, p. 935.

2.2.3 Elements of CL

According to social interdependence theory, CL can be divided into three types: formal cooperative learning, informal cooperative learning, and cooperative base groups. Using these techniques can be structured to be cooperative in any lesson, across any curriculum, in any subject area, for any age student, and at any level of academic study. (Johnson & Johnson, 2010).

However, Edythe, J. Holubec and others mention five fundamental elements of cooperative learning, which are as following:

Positive Interdependence:

- **Interaction through Activity:** where students help, motivate, and promote one another in their learning.
- **Individual Accountability:** Each learner's performance is evaluated, and the results are shared with both the group members and the individual.
- **Group Processing**
- **Interaction through Reflection:** The groups evaluate their performance by answering two questions at the ending of their working time:
  What was each member's contribution to the group's benefit?
  What can each individual do to improve the group interaction?
- **Skilled Interpersonal Communication**

Skilled Interpersonal Communication is essential for successful teamwork dynamics. The necessary managing, making decisions, trust-building, efficient interaction, and conflict-management abilities have to be acquired and applied by learners.

- **Face-to-Face Promotive Interactions**
- **Interdependence through Structure:** Students think that they are interconnected and the success of any one of them depends on the success of the others (and vice versa). They "sink or swim together." (Macpherson, 2007).

According to Sonthara & Vanna (2009), the essential elements of CL are: Positive Interdependence, Collaborative (social) Skills, Processing Group Interaction, Heterogeneous Grouping (mixing students), and Individual Accountability.

1. **Positive Interdependence:**

Learners believe that they rely on one another to finish the team's task. In order to make the group working successfully, teachers have to structure the team in such a way that all members clearly realize that "I can only succeed and do well if the other members of my group also succeed and do well."

Collaborative (Social) Skills:

The necessary social skills that are required for CL activities may not come naturally. Teachers must plan their lessons in such a way that the following skills can be developed:

- supporting one another's achievements
- listening
- being patient
- helping one another to be in the task.
- sharing knowledge with others.
- explaining how to find solutions orally.
- verifying comprehension.
- discussing newly taught concepts.
- making connections between what is learning today with the past lessons.

2. **Processing Group Interaction:**

To make CL exercises working well, teachers should motivate;

- Learners to reflect how well they are collaborating.
- team members to discuss their success in accomplishing their objectives and preserving effective working relationships.
- team members to discuss which behaviors are useful and not useful.
- learners to decide what are the behaviors that should be maintained or changed within the group.

3. **Heterogeneous Grouping (mixing students):**

The same groups should not participate in every activity. By putting students in an environment where they can make new friends and experience new scenarios, changing the composition of the group will help students develop their social skills. Groups can be formed in different ways, including randomly or by employing the elements as such as (achievement levels, diligence levels, sex, age, religion, ethnicity).

4. Individual Accountability:

The claim that some members in the group will wind up doing all the job of learning while others will sit by or cause disruptions, is one of the most frequently voiced oppositions to having students work in groups. Some learners may want to avoid their jobs, while others may desire to do everything. Therefore, instructors should use group-based activities that require all students to contribute to the activity at hand. Sonthara & Vanna (2009).

2.2.4 Techniques of CL

According to Sharan (1994), more than 100 CL techniques have been developed. Most of these techniques have adopted to be applied in the EFL classrooms to encourage learners to work together and help each other to learn. Below are examples of some of CL techniques:

Jigsaw I

Jigsaw was created by Aronson et al. (1978), at the University of California in United States. In order to implement Jigsaw, teacher have to create a gap in students' information and using this gap as an incentive for their continued participation in the learning process. The information gap establishes a true communicative setting for authentic language usage, which is critical for both language acquisition and learning in general. In order to create a gap in the participants' prior knowledge, no one of the participant is provided with the enough information to fully understand the assignment or the situation at hand. The only way for students to fill in their knowledge gaps and pursue their interests is through teamwork. Group members actively listen to one another out of a sense of need, which strengthens positive interdependence and motivates them to participate in their learning.
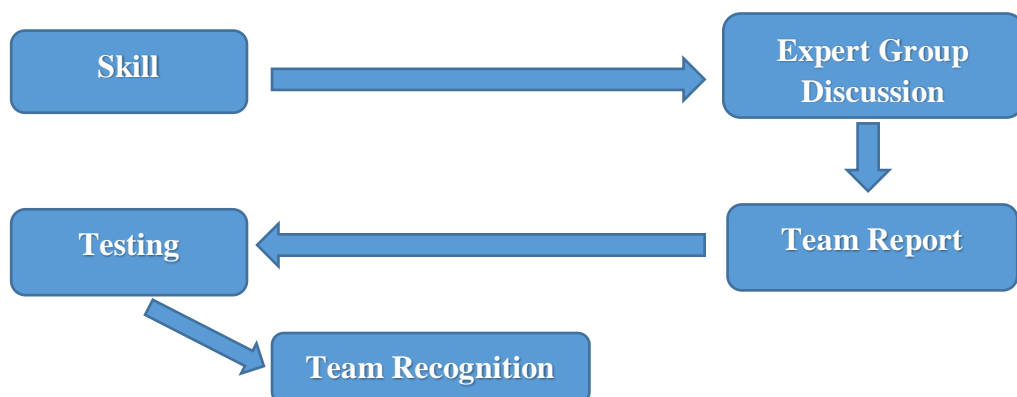
Figure (2.2) Main components of Jigsaw. Hosseini, S. (2009). CL Methods. P8.

In practical classroom setting, the units that to be learnt is divided, then it is presented in 'base groups' or 'home groups' of four to six heterogeneous (in abilities) members organized by

the teacher. The members of the basis groups are then assigned different chunks (mini-topics) of the entire academic textual content. Each member of the home group is responsible for one component of the problem at hand. After having learned something about their parts in adequate time in their home groups, Group members who have the same parts for learning come together in 'expert groups' or 'study groups' to study, discuss, and refine their understandings of their shared parts and decide how best to teach it to their peers in their original or base groups. After ensuring that everyone has absorbed the content, they return to their base groups and take turns teaching what they have learned to their group mates. Again, in this stage, they also get the chance to learn what their group members learnt and mastered in their expert groups. As a result, they all fill up their knowledge gaps in circumstances that encourage reciprocal communication, thereby completing the jigsaw. After that, groups share their results to the entire class during a class discussion, a theatrical or visual show, or during a question-and-answer period. At the end of each unit, students will take an exam based on the material they have learned.

Evaluation System of Jigsaw I

Jigsaw's evaluation system bases on the total of their members' results on quizzes and exams taken separately. Groups with the greatest improvements are rewarded. This type of assessment is more likely to increase group members' individual accountability. Moreover, the logic behind information gap activities, in addition to the technique of recognizing the best groups, helps to the strengthening of positive interdependence. (Hosseini, 2009).

Jigsaw II

Jigsaw II, might be thought of as a more realistic variant of Jigsaw I. It was improved by Slavin (1980) at York University in England. The distinction is that in Jigsaw II, each group member should study all sections of the academic textual material, rather than just a segment of it as assigned by the teacher. In Jigsaw II lessons, when the teacher introduces the entire task, each group member is expected to examine the entire text first to gain a clear idea of it. Group members are then requested to extensively study their own specialized pieces of the total. As in the original Jigsaw, participants gather in 'expert groups' with members of other groups who have the same topic to discuss the areas in which they have become experts. They are largely discussing how to teach their portions to their fellow members in their 'home groups' at this point. They then return to their home groups as experts and take turns teaching their parts to one another. At this point, individuals also study more in their home groups in areas where they have not been provided with resources or adequate information from those in expert groups. Finally, everyone

in the class is subjected to a class-wide debate or a question-and-answer session. They may also be required to take test that covers all of the sub-topics.

Evaluation System of Jigsaw II

In terms of participant assessment, Jigsaw II emphasizes individual improvement evaluation in addition to groupwork evaluation, as it does in the original Jigsaw. Each group member has a 'base score' (the average of his or her previous grades) and a 'progress score' (the difference between the individual's most recent test score and his or her base score). The ultimate score of each group is also used by computing overall score of its members' improvement scores. These developments will be evaluated by comparing their most recent marks to the average of their past performances. Individuals and groups who achieve the greatest levels of progress receive certificates or other group prizes. Despite the fact that its activities seek to foster positive interdependence, Jigsaw II's evaluation system primarily focuses on encouraging students to take on more responsibility in the course of learning. (ibid)
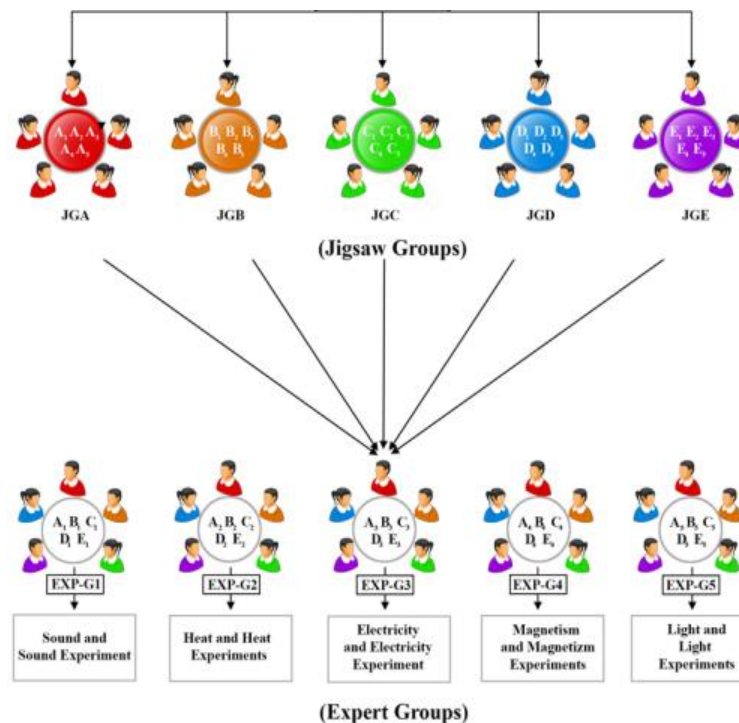
Figure (2.3) The work order formed for Jigsaw II method. Karacop, A. (2017). The Effects of Using Jigsaw Method Based on CL Model in the Undergraduate Science Laboratory Practices. p424.

Constructive Controversy

Scholars such as Johnson, Johnson, and Holubec (2002) have made important contributions to the evolution of CC. The primary emphasis of CC is on the beneficial effects that organized and structured disagreement may have on academic progress and social connections among class members. In reality, CC is an outgrowth of another CL approach called as Learning Through Discussion (LTD). (Johnson, Johnson, and Holubec, 2002))

LTD is basically built on discussion panels on variety of desired-to-learners topics, which may be addressed by a student, a teacher, or a video or audio program. Such inquiries and exercises demand more from participants than merely recalling and conveying factual or descriptive remarks. They necessitate the examination of causes and effects, generalization, linking of ideas, concepts, and principles, all of which are thought to be conducive to deeper and more effective learning.

Teachers are advised to follow the five basic procedures outlined below while applying CC in their classrooms:

1. Introduction: A clear description of a group's task and the phases of the controversial method, as well as the collaborative skills that students are expected to utilize throughout each stage, should be included in the introduction. Teachers should also consider the definition of the position to be argued as well as a summary of the essential arguments.
2. Choosing a topic: Teachers should keep in mind that the issue should be interesting to learners and be backed by at least two well-documented sides of the arguments.
3. Providing instructional materials: Teachers should think about what kinds of materials may be used to support and elaborate the arguments in various ways.
4. Structuring the controversy: students are divided into groups of four individuals, and each group divide into two pairs (dyads) who have opposing opinions on the subject, and requiring each group to come to a consensus on the matter and submit a group report. These are the steps that teachers should take in consideration in this stage, because based on which all group members will be evaluated.
5. Conducting the controversy: In this stage students have to plan positions, present positions, argue the issue, practice perspective reversal, and make a decision.

As is generally known, in this technique, learners should always be provided with well-documented positions and, if necessary, with additional references. Additionally, some instructions for more beneficial discussions must to be given to the learners. Additionally, some

instructions for more beneficial discussions must to be given to the learners. Each session includes an interesting but difficult subject that emphasizes contentious debates. Teachers can provide learners with the crucial vocabularies during their introduction of the general subject of the text or topic. Then, four-person groups are split into two pairs to discuss and elaborate on one point. The two pairs then get together to continue discussing the subject in order to learn more about it. In order to fully comprehend the subject at hand from all angles, Pairs then exchange sides and build arguments for opposing viewpoints on the same problem. Later on, they can bring the subject up for discussion in front of the entire class, allowing for further in-depth investigation and comprehension. At this point, they have the chance to confront and criticize others. They will be challenged to defend their thoughts as well.

Evaluation System of CC Method

CC's assessment method based on both groups collective output and the performance of their individual members as a whole. This form of evaluation is thought to promote greater interdependence among participants as well as increased individual responsibility. (Hosseini, 2009).

Controversy

Develop and
Express

Question and
Understand

Integrate and
Create

Agree and
Implement
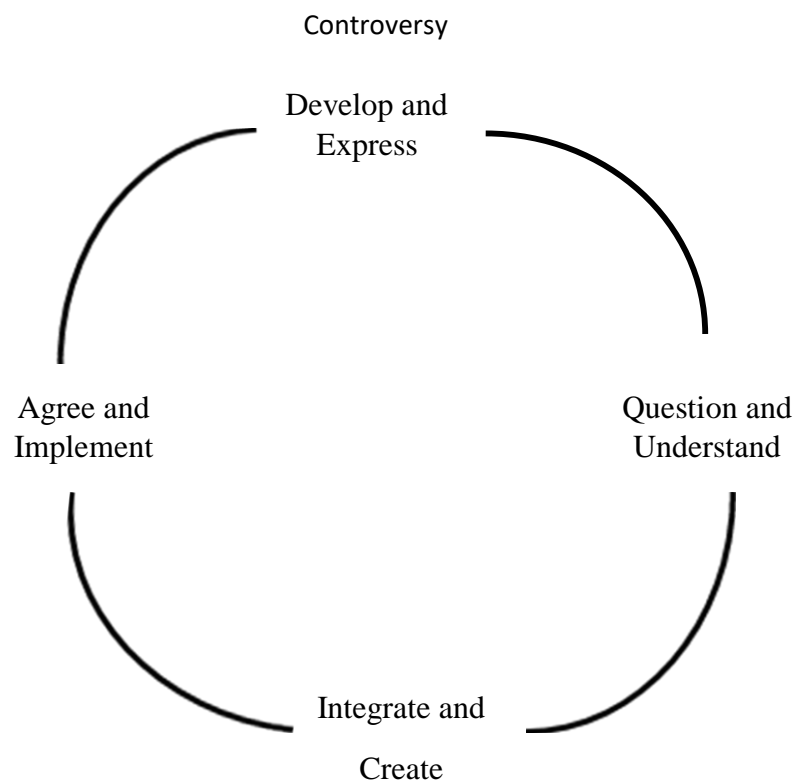
Figure (2.4): Schematic of Constructive Controversy. Tjosvold, D. (2008). Constructive Controversy for Management Education: Developing Committed, Open-Minded Researchers.p76.

Student Teams-Achievement Divisions

Slavin and associates at Johns Hopkins University, in the US have been improved a new techniques of CL method, which is Student Teams-Achievement Divisions (STAD). Unlike some methods of CL which focus only on the students' achievements, STAD gives teachers' roles and existence more attention. Therefore, teachers in this type plays a significant role in decisions making, goal setting, group formation, and role assignment.

In the classrooms, after the instructor has introduced the subject to the class using his preferred manners and strategies, he wants diverse groups of two dyads to collaborate in order to achieve their learning objectives. Members of groups collaborate to complete worksheets supplied by the teacher following his lecture. They first work in pairs on a shared worksheet before sharing their work with the other couple in their group. When all groups finished their tasks, the teacher gives them a test that they do it individually to evaluate their understanding of the subject. Following that, students use the teacher-provided answer keys to correct their own quiz performance. This chance allows students to receive quick feedback on their comprehension, which improves their ability to identify their problems and reconstruct their related knowledge.

Evaluation System of STAD

A similar assessment approach to Jigsaw II is used in STAD, where students are evaluated on how much they have improved from their prior performance on exams and quizzes that they have already done individually. As a result, each student's progress is evaluated in comparing with his or her prior achievement on examinations and quizzes of a similar nature. (Hosseini, 2009).

1. Learn together   2. Take individual quizzes   3. Sum to group scores
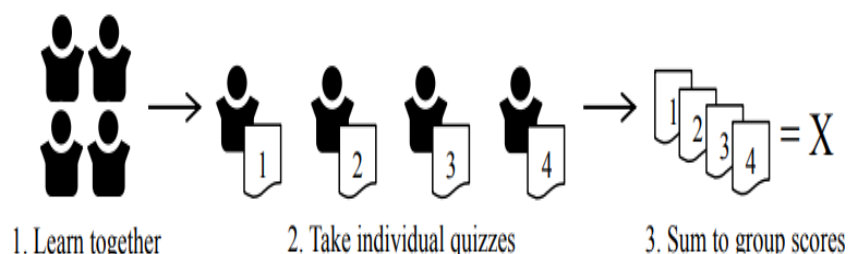
Figure (2.5) Student team achievement divisions (STAD) technique. Tiantong, M. and Teemuangsai, S. (2013). Student Team Achievement Divisions (STAD) Technique through the Moodle to Enhance Learning Achievement. p87.

Group Investigation

In Israel, Sharan and Sharan (1992) have developed Group Investigation t Tel Aviv University. This approach is one of the few CL methods that provides participants a lot of leeway. In this approach, students are given the freedom to choose the members of their groups, choose their roles and duties, develop and clearly define the norms and desired behaviors, and set their own objectives. Students choose their own favorable two- to six-member groups to work collaboratively on group tasks and therefore achieve their common goals. In this strategy, the teacher's position seems to be less invasive. Group Investigation entails cooperative group inquiry with an emphasis on data collection by students, information interpretation through group discussion, and synthesis of individual contributions into a collective effort. Another defining feature of the technique is its endeavor to remove participant competitiveness.

As the case with most CL methods, in the first session, the teacher is supposed to describe the technique and its basic principles, shed light on the course purpose, explain the scoring system, and assist students in forming groups. The class presentation, like any other CL approach, can be a lecture or any other type of demonstration, such as brief plays and brain storming techniques backed by a slide, a video, or an online show.
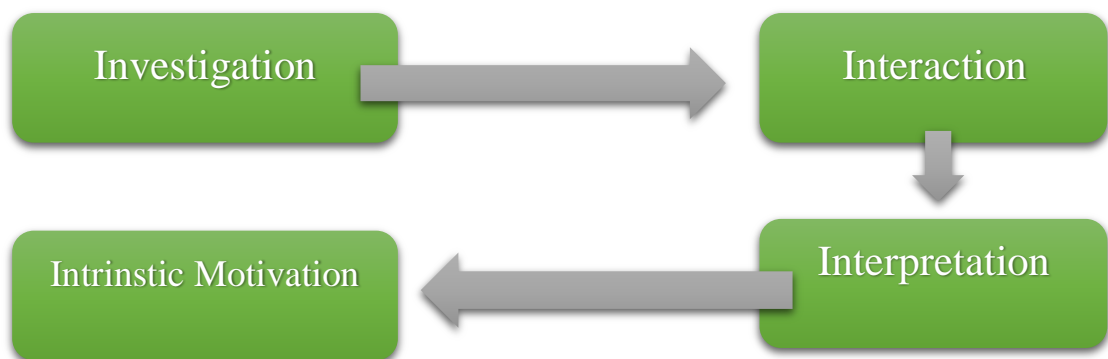
Figure (2.6) Main Components of General Investigation method. Hosseini, S. (2009). CL Methods.p6.

Based on that, in the General Investigation classroom, groups first come together and examine issues among a wide variety of topics that will be addressed over the term, then choose their favorites. Then, in order to carry out the group study or activity, each group plan and decide what to look for in the topic, how to go about it, and how to divide the tasks among themselves. Throughout the course, they work together to analyze and evaluate data gathered from various sources. They discuss about their current projects and share ideas and information in order to expand, clarify, and combine them. Following the completion of each individual's work, the

Investigation Interaction Interpretation Intrinsic Motivation group gathers the results and attempts to establish consensus in order to generate a group report, demonstration, play, or exhibition. Each group gives a presentation or displays its results to the full class during the final session. The assumption is that collective achievement of shared goals generates a type of intrinsic drive.

Evaluation System of General Investigation

In terms of the General Investigation evaluation system, self-evaluation, peer assessment, and teacher evaluation are used to provide suitable input to students' future progress. As an example, when a group is showing its report, other groups can observe and ask questions about their areas of interest and concern in order to assess the presentation's clarity and professionalism. The final assessment of groups is focused on how well they performed as a group during the semester, with a significant emphasis on encouraging positive interdependence among group members (ibid).

2.2.5 Benefits of CL

Loh & Ang (2020) categorized and summarized the benefits of CL into three aspects: academic, affective, and social competence. Some authors suggested that the academic benefits involve knowledge acquisitions and developing one's intellectual and academic abilities. In essence, CL transforms students' roles in the learning process from passive to more active. Many studies have demonstrated that in order to promote thorough understanding of the materials, active learning is more successful than passive learning. (Biggs, Cavanagh, Gokhale, Shimazoe & Aldrich, Wyk، cited in Loh & Ang (2020)) Additionally, it seems that CL enables students to study issues via multiple perspectives, which helps them to think in more complex ways. In contrast to competitive or individualistic efforts, cooperation toward a common goal leads to improved success and increased output. This conclusion is supported by so much studies that it is considered one of the cornerstones of social and organizational psychology. In comparison to competitive or individualistic efforts, cooperation produced new ideas and solutions more frequently (i.e., process gain), more sophisticated reasoning, and a greater transfer of knowledge (i.e., group to individual transfer). As a task became more conceptual, it required more higher-level reasoning and critical thinking, in addition to the need of problem solving, more creativity, and more long-term retention was needed, the superiority of cooperative efforts (as compared to competitive and individualistic efforts) increased. (Johnson & Johnson, 2018).

Besides the academic benefits, there are the affective benefits which includes emotional effects of learning, such as appreciation, passion, motivation, and values. These aspects of learning help one become more interested, dedicated, and self-reliant in their own learning. The social atmosphere in the classroom is improved when students collaborate on projects. Students' feelings of belonging to the group are facilitated by their peers' affinities and support for them as they connect with one another. This leads them to be committed to both their individual and group aims as well as their personal learning objectives. (Due cited in Loh & Ang, 2020). Compared to competing with peers or working independently, working cooperatively with peers and valuing collaboration leads to greater psychological health and higher self-esteem. Being involved in cooperative activities with kind individuals who are dedicated to each other's success and well-being promotes personal ego-strength, self-confidence, independence, and autonomy. (Johnson & Johnson, 2018).

For the social competence benefits, they include the ability to get along peacefully and appropriately with others. While learning is a complicated process for individuals, it is also a social activity. Applying CL enables students to communicate with others in a variety of ways. In order to complete a group task, members must effectively manage group interactions such that they respect one another as distinct persons. Strong interpersonal and cooperative social skills are needed for these social encounters. With these abilities, students can rely on one another as a team to effectively solve problems. Moreover, CL could offer the background necessary for students to communicate effectively and share ideas. Additionally, CL helps students develop their ability to see things from many viewpoints. (Loh & Ang, 2020). When people collaborate to achieve tasks, they build necessary social skills and competences through their engagement, support each other's success (gaining self-worth), and create both academic and interpersonal relationships (creating the basis for healthy social development). (Johnson & Johnson, 2018).

2.2.6 Stages for Cooperative Team Working

Anytime two or more people are working together to achieve a single goal or aim, they are acting as a team. There is a propensity for sub-teams to form when a team size is greater than four. These sub-teams may all be working toward the same goal, but they may not always be in communication with one another. A cooperative group should have four members in each group. When there are four individuals in a group, you will have pairs working together at times and four working together at other times. Although, the fact that four members is the ideal size, the group size will be affected by a number of limitations.

Stage 1: Forming

This is the stage of organization and orientation to tasks. There will be a list of tasks and details regarding them. All members will ask themselves the following question: What is the task of this group and how will I be able to contribute to that task? In the behaviour area, the members will develop group guidelines, through informal behaviour testing or consensus. Some group members will look upon others to either lead or follow. What sort of behaviour is appropriate in this group and how should I behave? is the question that needs to be answered.

Stage 2: Storming

Individual emotional reactions to the group can be seen here. A portion of this response will be brought on by the task's requirements, and the most difficult task occurs in relation to individual's self-perceived abilities, the greater the potential for a "storm". Is this task something I can handle emotionally? is the question that needs to be answered. Different perspectives on the tasks and duties are articulated or emerge. Members may doubt their desire to be a part of the group when differences between them are hostilely stated. Do I really want to work with these people, they ask themselves?

Stage 3: Norming

In this stage, interaction is expanding and improving. Ideas and opinions are expressed, as well as information. The task is the main concern, and the group members are answering the question, "What do I have that will help us accomplish this task? On the behavioural side, the members are forming a team. Here is a feeling of harmony, and individuals are asking themselves, "How can I contribute to the togetherness of the group?"

Stage 4: Performing

Everyone is concentrated on taking positive steps to complete the task successfully. Functionality becomes the overarching concept as the shared understandings of interpersonal and task behaviours start to merge. The focus of problem solving will be primarily directed to the work and the product.

Stage 5: Adjourning

Groups wind up after finishing their assignments and then move on to other teams in other locations. The team must spend the necessary time to review its procedure one last time. What was successful? To tie up any remaining loose ends on the assignment, ask yourself, "What could we do better in another situation?" (Macpherson, 2007).
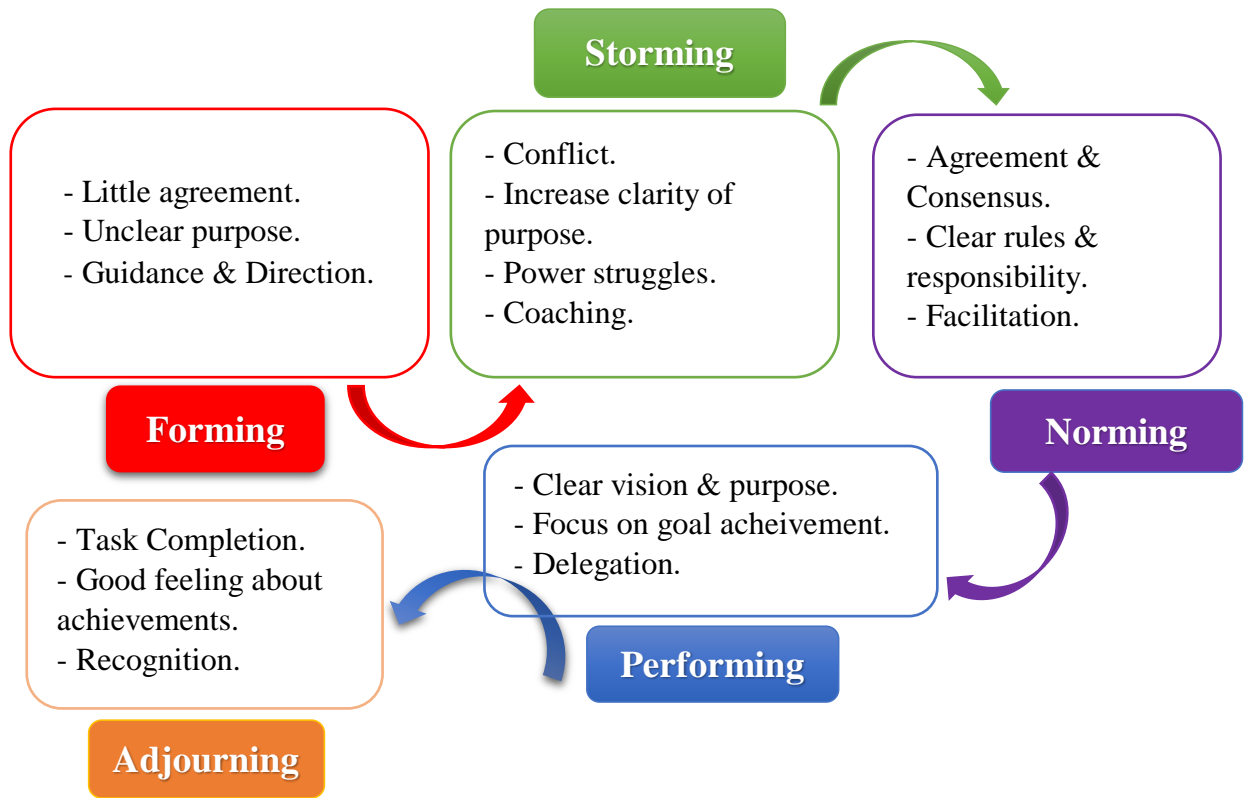
Figure (2.7): Tuckman's (1965) Model oh five stages for CL Team work. Cited by Mehar and Kaur, (2021), P 339.

2.2.7 Advantages and Disadvantages of Using CL

In college settings, students are frequently tasked with collaborating in small groups, engaging in activities like seminars, presentations, and group projects. Research findings suggest that such collaborative activities not only offer valuable learning opportunities that capture students' interest but also contribute to the improvement of their overall learning experiences. These benefits encompass the enhancement of the meaningfulness of learning, the inspiration of students, the cultivation of a sense of ownership and commitment to tasks, and the development of a strong dedication to principles of fairness and social responsibility. Notably, these advantages are most pronounced when group compositions are diverse, spanning differences in language, race, culture, and gender. Inquiry-based teaching and learning approaches emerge as pivotal strategies in fostering a spirit of cooperation within the classroom. (Keramati and Gillies, 2022).

Despite the well-documented advantages of a CL approach in comparison to an individualistic one, many instructors encounter difficulties when attempting to implement it in their classes, often perceiving it as a challenging endeavour. Some of the hurdles in applying CL include the perceived reliance on others for solutions, time constraints within the curriculum, and

students' potential lack of the necessary cooperative skills. These challenges can be mitigated through the teaching of essential skills such as active listening, information and idea sharing, offering assistance to peers, shared leadership and planning roles, and adopting dialogic teaching methods. In collaborative learning classrooms, the fundamental challenge transitions from traditional learning to the construction of collective knowledge. (ibid)

Hakkarainen (2009) posits that advancing knowledge entails not only supporting students' ideas but also working with knowledge as a collective entity. Additional challenges may involve class size considerations and instructors' familiarity with the CL process. Interestingly, Nguyen-Phuong's (2019) research suggests that individual differences are not threat; instead, they can actually enhance group productivity.

2.2.8 Challenges of Using CL

The fundamental principle of effective pedagogy, as emphasized by Jolliffe (cited by Buchs, et al. 2017), is to provide learners with opportunities to collectively construct knowledge. CL is an instructional method that facilitates students working together in organized groups. While this approach is consistently recognized for its effectiveness in improving social, motivational, and cognitive outcomes, its successful implementation presents a significant challenge, necessitating active involvement and substantial adjustments in instructional strategies. (Buchs, et al. 2017).

Even when teachers are enthusiastic about implementing cooperative learning, they may encounter several challenges. Here are six of the primary difficulties they often face when implementing cooperative learning:

1. Difficulty in properly implementing CL principles. As CL encompasses core principles that structure teamwork, like creating a cooperative classroom climate, developing cooperative skills, facilitating group processing, establishing positive interdependence among students, and assigning individual responsibility within the group. Despite the recognized benefits of these principles, research indicates that many teachers find it difficult to put them into practice seamlessly.

2. Locus of responsibility and authority. CL involves a transferring greater responsibility from the teacher to the students. This approach delegates authority to students, enabling them to actively contribute to the creation of learner-centered environments (Brody, 1998 and Cohen 1994, cited in Buchs, 2017). This shift implies that teachers must have faith and trust in their students' ability to learn effectively through collaboration. However, it

is not always easy for some teachers, as they may harbor doubts about whether their students can work effectively in groups.

3. The teacher's role as facilitator. Instead of being the primary source of knowledge dissemination, teachers become observers who monitor the activities of student groups. Teachers observe the group work and they have a chance to intervene when necessary to manage both student behavior and cognitive processes within the groups. However, this change in the teacher's function can pose difficulties, with regard to the teachers' control of the class environment. (Buchs, 2017)

4. Alignment with curriculum. Incorporating CL into an already packed curriculum can present challenges for teachers, particularly when the existing instructional materials, do not naturally lend themselves to the incorporation of cooperative activities. (Sharan 2010). In such circumstances, educators may view CL as an obstacle in their efforts to cover the prescribed course content efficiently.

5. The implementation of CL is often seen as time-intensive. Teachers commonly express concerns that CL requires a significant amount of time and can be challenging to manage effectively. Beyond the time spent in the classroom itself, which includes establishing positive working conditions, preparing students, and facilitating cooperative group work, teachers also need to allocate considerable time for preparation and planning. (Buchs, 2017)

6. Assessment in CL can be particularly challenging for two main reasons. Firstly, teachers are required to make assessments related to two distinct objectives: academic performance and cooperative skills. Secondly, they must determine how to address the issue of interdependence among students during the evaluation process. It is these complexities that can explain why teachers often find assessing students working in teams to be problematic. (Blatchford et al., 2003).

In conclusion, a comprehensive understanding of teachers' beliefs about learning and their awareness of the common challenges they encounter when attempting to implement CL can significantly contribute to predicting its successful implementation in educational settings.

2.3 Nature of Translation

The nature of translation is a subject that frequently gives rise to strong viewpoints. The historical arguments over the definition of translation provide an evidence for this. The most widespread concept is that translation consists solely of "the - replacement of words of one language with words of another." Therefore, any definition of translation must have the word "equivalence" as its cornerstone. Frequently, there is a debate between those who believe that translation is only a neutral verbal rendering of the source text and others who believe it to be an interpretive recreation of the original. (Kashoob, 1995).

In its nature, translation is, a science, an art, and a skill. It is a science in the sense that it requires a thorough understanding of the structure of the two languages involved. It is an art since reconstructing the original text needs creative talent. It is also a skill because it requires the ability to smooth over any difficulties encountered throughout the translation process. (Hassan, 2014).

It is critical to take the following two assumptions into account:(1) translation does not mean that each word in SL must always has an equivalence in TL. (2) Translation does not ensure that the target reader who has a different culture from the source reader's culture, will have the same effect. (Kashoob, 1995).

2.3.1 Definitions of Translation

As translation is a contentious topic that is widely disputed, many definitions of translation rely around meaning and various notions of equivalency. (Abdelaal, 2020). According to House (2001), translation is the replication of a text in an SL into an equivalent text in a TL. Venuti (2004) and Ahmed (2006) define translation as a process that not only include rendering meaning in a target language, but also maintaining the same style and tone as a source text. According to them the translated text must not seem to be as a translation, rather an original work with no trace of the translator.

Hatim and Munday (2004), defined translation based on their great care for the socio-cultural aspects of translation. They claim that that translation may be thought of in two different ways: as a process and as a product. (1) as a process because in it, the meaning of the source text is rendering to the target text in a specific socio-cultural context. (2) a product that results from the preceding stage. (3) the cognitive, verbal, visual, cultural, and ideological phenomena that are a key element of (1) and (2).

2.3.2 Types of Translation

Translations are usually categorized into two types: business-related translations and non-business-related translations. Some types of translation, however, overlap in both categories. However, globalization and worldwide travel for both business and pleasure have resulted in significant expansion, and new sorts of translations are emerging. Each one is unique, with its own technique and requirements. Actually, there are 12 major forms of translation that are carried out nowadays. Below are examples of some of them, with more focus on the legal translation as it is the main concern of the current study.

- o **Literary Translation**

    Literary translation is a centuries-old phenomenon that has been employed by scholars from all over the world to translate great works into their own language so that the information contained within may be shared with the general public. According to Agrawal (2017, p7), "Literary translation is the communication of the meaning of the literature available in a source language (SL) into a comprehensive version of the target language (TL) without causing any loss to the original message." What distinguishes literary translation from non-literary and technical translation is that non-literary and technical translation use special terms in their meaning, whereas literary translation is more adaptable. (Agrawal, 2017).

- o **Technical Translation**

    Technical Translation refers to the translation of special language texts, i.e., texts written using Languages for Special Purposes. It deals with the translation of texts in engineering, medicine, economics and psychology. These texts necessitate not only a strong command of both the source and target languages, but also at least an informed layman's comprehension of the subject matter covered by the text, as well as the research abilities required to write like an expert on the leading edge of technical fields. Technical translators are typically either trained linguists who have a high level of linguistic knowledge that they apply to the translation of texts in their fields of expertise, or engineers, scientists, and other subject-area specialists who have a high level of linguistic knowledge. Collaboration between linguists and topic experts is commonplace since generating high-quality technical translation requires a variety of knowledge. (Wright and Wright, 1993).

2.4 Legal Translation

The act of translating involves two parties communicating with one another, with the translator acting as a mediator. Historically, the translation of laws has been crucial to fostering cross-cultural exchange. today, this function of law translation is even more crucial. Translators of legal texts do not just convey meaning from one language into another but also from one legal language into another legal language. (Muriçi, 2016).

Because of this globalized world, the need for legal translation and experienced legal translators has significantly expanded now adays. This clearly explains why there is a growing interest among both linguists and attorneys in translating legal texts, as there is currently a pressing need for legal translation. Nation, language, and translation issues are of utmost relevance today for the sake of global communication, and translation is unquestionably essential for the survival of texts and essential for cross-cultural contact. Legal texts lose their universal appeal if they are not translated into other legal systems. (Alwazna, 2014).

Legal translation is a unique and specialized field of translation. This is because legal translation incorporates law, and such translation may and frequently does generate not just linguistic but also legal influence and consequence due to the unique character of law and legal language. Legal translation is a challenged process that necessitates specialized skills, knowledge, and experience on the side of the translator. It is a complicated human and social activity as well as a cross-cultural and inter-lingual communicative act. (Muriçi, 2016).

El-Farahaty (2015, p) states that:

"Since legal translation is bound by each language's culture, it is not merely the transcoding between the SL and the TL or as Cao (2007, p10) puts it 'rendering of legal texts from the SL into the TL'. It is rather 'a translation from one legal system into another – from the source legal system into the target legal system' (Šarčević, 1997, p13). It involves all the legal sub-text types which are used in various legal settings, whether a court, a national or international organization, a law book, a legal report, a birth certificate, a contract, among many others."

Because of the system-bound nature of legal terminology, legal translation is frequently more challenging than other forms of technical translation. Unlike scientific or other technical terms, each nation has its own legal terms (based on the country's specific legal system), which is quite distinct even from the legal terms of another country speaking the same language. Law, as a social phenomenon and cultural product, takes a unique character in each country. Every

country structures its legislation or legal system in accordance with its legal concepts. Common law in English, for example, is difficult to translate into Arabic. (Muriçi, 2016).

However, legal translation can be classified into following categories:

- Legal translation for normative purposes. It relates to the creation of equally authentic legal texts for domestic laws, international legal instruments, and other legislation in bilingual and multilingual states. These bilingual or multilingual works are frequently written in one language in the first stage before being translated into another language or languages. They can also be written in both or all languages at the same time. In any instance, the various language documents have equal legal force and are not superior to one another, regardless of their original status. These include legislation in bilingual countries such as Canada and Hong Kong, as well as UN multilingual legal instruments and EU multilingual regulations. Private texts such as contracts, whose multilingual texts are equally authentic in a bilingual or monolingual jurisdiction, may also fall into this type of legal translation. Contracts in non-English speaking countries, for example, may occasionally indicate that versions of the contract in the official language of the country and English are both authentic, even if the language of the court and the country does not include English. The communication aims of the source language and target language texts are equivalent in this category of legal translation.

- Legal translation for informative purposes, having either constative or descriptive functions. It includes the translation of legislation, judicial judgments, scholarly works, and other sorts of legal papers that are meant to offer information to the intended audience. This is especially common in monolingual countries. These translations differ from the first, in which the translated legislation is legally obligatory. The source language is the only legally enforced language in this category, whereas the target language is not.

- Legal translation for general legal or judicial purposes. These translations are mainly for information and are generally descriptive. Translated documents of this kind may be used in court proceedings as a part of documentary evidence. Legal documents such as declarations of claims or pleadings, contracts, agreements, and everyday texts like commercial or personal correspondence, records and certificates, witness statements, expert reports, etc. are examples of original source language texts. (ibid)

2.4.1 Difficulties of Legal Translation

The nature of legal Language is the main reason that causes difficulty in translating its texts. Legal Language is the language used in and linked to law and the legal system. It is a variation of language that is appropriate for the legal settings in which it is used. Because of its qualities, it is also viewed as a separate language and distinct from the common language. It has evolved to satisfy the demands of the legal system in which it is expressed. It differs from other technical languages as it is a result of a special history and culture. (Muriçi, 2016).

One of the key reasons why legal language is difficult to understand is that it is often considerably different from common language. Writing conventions in legal language differ in the following ways: sentences frequently have unusual structures, punctuation is insufficiently used, foreign phrases are sometimes used instead of ordinary phrases (e.g. inter alia instead of among others), unusual pronouns are used (the same, the aforesaid, etc.), unusual set phrases are found (null and void, all and sundry), technical vocabulary, unusual and archaic words, impersonal constructions, use of modal. (ibid).

According to (El-Farahaty, 2016), due to certain limitations, "isomorphism," or one-to-one correspondence, is impossible in legal translation, therefore the prospect of originality in translating legal texts is extremely unlikely. These limitations include: (1) inconsistency between legal systems. (2) asymmetry of legal terminology and (3) legal cultural diversity. in addition to these limitations, the technical character of legal language, its specificity, and the fact that the language of legal is not a universal language attached to a particular country legal system are all factors that make legal translation challenging. When translating between English and Arabic, these difficulties are very evident.

2.4.2 Legal Translation between English and Arabic

Although, the majority of English language learners (ELL) believe that translating, especially translating Arabic into English, is a highly challenging undertaking, legal texts translation is considered the most difficult translation task. This is because it requires exact translation, and any error can result in various litigation and legal exposure. Due to its highly specialized terminology and 'unique' structure, legal translation frequently causes difficulties to translators. Linguistic challenges in legal languages arise from distinctions between legal cultures and legal systems.

The vast differences between the legal systems between English and Arabic languages, on the one hand, and their respective language systems, on the other, make legal translation from English into Arabic or vice versa much more challenging. English is member of the Indo-

European language family, whereas Arabic belongs to the Semitic language family. Therefore, translators from and into Arabic encounter challenges on a variety of language levels, including textual, syntactic, and terminological (for example, the inconsistencies between modals and passive structures and terminology from Sharia Law vs. common law) (i.e. lexical repetition and punctuation marks).

Legal texts are more complex than others types of texts, because of the heavy responsibility they bear, as well as the scarcity of tough legal terminologies and their bound nature system, Johnson, Coulthard (2010). These challenges arose as a result of the numerous word synonyms in the legal Arabic system that had no equivalent in the English system. For example, in Arabic marriage contracts include terms such as (مهر، صِداق، شبكة) Mahr, Shabkah, Sadaq- (dowry), all of these instances are ascribed to and influenced by Arabic language culture and tradition. (Al Aqad, 2014).

The two legal systems are strikingly dissimilar from one another and are each rooted in a particular culture. Many "terms of art" can only be understood in the context of common law due to the relationship between legal English and common law. (Triebel, 2009), which neither Islamic nor Arab civil law directly corresponds to them. The former is practiced in nations like Saudi Arabia where the constitution is based on the Qur'an and the Prophetic tradition (Sunnah), which also informs laws in many facets of daily life. Some nations, like Egypt, an adhere to both Islamic and civil law. Each legal system's legal culture determines the meaning and purpose of its words. In other words, the Common Law is distinguished by its special system of legal classification; therefore, words like 'lien' and 'pledge' have distinct legal meanings. (El-Farahaty, 2016).

2.4.3 Source of Difficulty

The ultimate goal that all translators strive to accomplish is translation equivalency. This goal can be impossible to achieve when translating legal documents, especially when working with a language pair like English and Arabic where there are stark disparities that present significant difficulties for legal translators. The translators of legal texts cannot be expected to find natural equivalents of the target legal system that are conceptually identical with their source terminologies. This is because of the inherent inconsistency of the terms of various legal systems. The variety of the legal systems and culture differences can cause problems for legal translators. Every national or local law constitutes its particular system with its independent terminological machinery, underpinning supporting conceptual framework, classification criteria, legal sources,

methodological approaches, and socioeconomic principles, according to the law. (Sarcevic cited in Altarabin, 2018).

2.4.4 Equivalence and Legal Translation

Equivalence is the central idea about which translation revolves. Baker (cited in Altarabin, 2018) thinks that linguistic and cultural factors influence equivalency and make it relative. According to Pym (1992), equivalency is circular. Because Arabic and English are two separate languages, obtaining equivalency in general texts, much alone legal materials, can be challenging. This issue stems mostly from language and cultural differences.

 2.4.5 Lexical Difficulties

Equivalence is a key idea in translation and what translators ultimately aim to accomplish. Finding TL equivalents, is the central challenge of translation practice. (Catford cited in Altarabin, 2018) According to Baker (1992), the concept of equivalency is affected by and rendered relative by linguistic and cultural factors. (Baker cited in Altarabin, 2018). Because English and Arabic are two separate languages which makes it challenging to achieve equivalence while translating general texts, let alone legal texts. The main causes of this difficulty are the linguistic and cultural disparities. According to Cao (2007) the ongoing comparison of the legal systems of the SL (source language) and TL (target language) is necessary due to the lack of equivalent terminology between languages. (Cao cited in El-Farahaty, 2016)   Legal discourse is characterized by its own 'legalese'. (Alcaraz cited in El-Farahaty, 2016). The translator's job is made more difficult because the blending of styles and registers. These challenges include lay witnesses' terminology, police slang, technical terms used in reports, and expert witness testimony from people who may be doctors, surgeons, bankers, technicians, etc.

2.4.6 Archaic Terms

English legal texts are characterized by using Old or "antiquated terms" (El-Farahaty, 2015), and Middle English words which comprise a large part of the legal lexis. (Mellinkoff, 1963). Examples of these include: aforesaid, hereby, hereinafter, hereof, hereto, therein, thereof, herewith…etc.

Example1:

- That he **hereby** confirms and acknowledges that…   - أنه يُقر ويعترف <u>بموجب هذه الوثيقة</u> أن...

- The authorized has approved the all **aforesaid** programs.   - وافقت الجهة المخولة على جميع البرامج <u>المذكورة أعلاه</u>.

- The provisions **hereof** agreement.   - أحكام هذه <u>الوثيقة/ الاتفاقية/ العقد</u>.

Despite assertions that they have been superseded with more straightforward English terminology, they are still used in English legal documents. (El-Farahaty, 2016). Both archaic and Latin terms are examples of language diversity, and Arabic legal discourse does not directly translate either one. The Arabic legal translator may attempt to grasp Latin terminologies conceptually rather than literally translate them because he is working as a cultural intermediary. In order to explain or expand them in Arabic, the translator can translate them into English by using glossaries. (Alcaraz..et.at cited in El-Farahaty, 2016).

2.4.7 Latin & French Terms

In the Middle Ages, the Latin-speaking Roman Catholic Church had considerable impact on English law. As it served as the medium of communication for thought and writing throughout Europe. (El-Farahaty, 2015).

According to Haigh, French and Latin have a specific influence on legal English. (Haigh cited in Altarabin, 2018). English legal texts frequently use French terminology as in property, estate, lease, tenant, and executor.

Example 2:

- **'Minor'** is a Latin term used in English law.   - تحت السن القانوني.

- **'bona fide'** which is used in UK legal context.   - بحسن نية.

- **Attorney, court, evidence.**   - محامي، محكمة، دليل.

- **Ab initio.**   - كانت معالجة هذا الأمر قانونية حسب الأصول <u>منذ البداية</u>.

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2.5 Translation Training

Translators have made contributions, to varying extents, in the evolution of the languages they have interpreted. Their translations serve as a bridge connecting different cultures across countries. Translators do not simply transpose words and sentences from one language to another; rather, they transplant one culture into another. This underscores the critical need for developing effective methods to educate and train translators. Therefore, it is crucial to educate translators not just in mastering two languages and translation techniques but also in specialized subject matter and adhering to professional ethical standards. (Muttalib and Jawad, 2020).

2.5.1 Translation Quality and Translator's Skills

According to (O'Brien, 2012), in the past ten years, significant transformations have occurred in both the field of translation and the working environment of translators, largely driven by the rapid advancements in technology. This has provided a chance to enhance efficiency and deliver work of superior quality, but it can also have the downside of customers pressuring translators to produce larger volumes of text within a specified timeframe, often at reduced rates. Generally, authors today contend that there is a need to instruct translators in the use of technological tools. Their argument is that such instruction will assist translators in meeting the requirements of future clients and companies, as well as in enhancing their readiness for real-world situations. Translation theorists put forward various sub-competencies and abilities that constitute translation competence. This amalgamation of skills and attributes forms the profile of a professional translator. (Salinas, 2020).

(Marcia, 2011) advocated for an approach to assessing students' translation assignments using the theory of multiple intelligences, highlighted that this approach rested on two primary strategies:

- Diversifying the forms of assessment to provide learners with opportunities to have their performance evaluated in ways that align with their stronger intelligences.
- Promoting interaction and negotiation not only between teachers and learners but also among peers. This fosters the exchange of various suggested meanings and solutions, accommodating the diverse requirements of the task.

The conventional approach to training translators was centred on classroom discussions of translations previously made by students. One widely used formal evaluation method in translator training programs involved in-class translation of a brief text, often relying on dictionaries and glossaries, or traditional pen-and-paper methods. The translator's proficiency was primarily

assessed based on their ability to comprehend the source-language text, employ translation strategies, and effectively write in the target language. Translator's competence was also limited to language skills. (Sarab and Salehi, 2020).

It is important to emphasize that colleges and universities worldwide should have access to technological tools to support educators. Moreover, they should prioritize distinguishing between various types of translators, such as legal translators, medical translators, technical translators, and more. As pedagogical strategies are centred around the student, the training process should empower students to develop decision-making skills. This way, through increased awareness and knowledge, translators can make more effective choices in their work. (ibid)

A Creative Translator

In accordance with Renato Poggioli's viewpoint, a skilful translator can be likened to an alchemist, adept at converting one piece of gold into another. Gerding-Salas (2000) asserts that a key attribute of a skilled translator is their possession of "contextualized intuition." This refers to their capability to uncover the most fitting common-sense interpretation of an element that might not be readily apparent within its context. She asserts that the quality of the translation is contingent upon the quality of the translator. This includes factors such as his/ her knowledge, skills, training, cultural background, expertise, and even their current emotional state or mood.

Newmark (cited in Najat and Jawad, 2020) introduces several fundamental characteristics that every proficient translator should possess as follows:

- o Reading comprehension and proficiency in understanding written text in a foreign language.
- o Good background of the topic or subject.
- o Awareness of language (both native language and the foreign language).
- o Proficiency in writing concisely and clearly in the target language.

The last point pertains to the competence or transfer competence that a translator must possess. This refers to the capability to carry out the translation process from SL to TL, all while considering the specific purpose of the translation and the attributes of the intended audience. (Pacte, 2000).

2.5.2 Effective Training Methods and Strategies of Legal Translation

Over the past century, there has been a significant expansion in the availability of university education. This expansion has led to the establishment of numerous new universities, faculties, and academic programs worldwide, all driven by the increasing societal need for higher education. Consequently, this growth has brought about a notable trend toward making higher education more accessible to a wider population. (De Courcy cited by Carrasco, 2021). In the context of the present economic landscape, these changes have prompted a reconsideration of the roles played by universities and educators. The transformation of these roles has been significantly influenced by worldwide competition, the process of internationalization, shifts in social migration patterns, and the increasing diversity of student demographics. Additionally, reductions in funding structures have placed additional financial strain on administrative departments within academic institutions, particularly those responsible for management. Consequently, the economic challenges faced by management departments in academic institutions have intensified. In this climate, most of the responsibility to fulfil these requirements, ultimately falls on university instructors. Instructors are now tasked with juggling scholarship, teaching, and research responsibilities under more challenging circumstances than in previous times. (ibid).

Simultaneously, the educational role of university educators has undergone a notable enhancement. This transformation has been particularly evident in the promotion of student-centred learning environments, which represent a fundamental shift in how the concept of "effective teaching" is perceived, nurtured, facilitated, assessed, appreciated, and acknowledged (Saroyan and Trigwell, 2015). In keeping with the ongoing shift away from viewing educators as the central figures in education, relevant literature has exhibited a heightened focus on exploring learning styles and strategies instead of concentrating on teaching styles, strategies, behaviours, and the direct influence of effective teaching on students. However, while it is generally acknowledged that the primary emphasis in any educational context should be on the students, it is essential to recognize that the lecturer remains the exclusive facilitator of the curriculum within the classroom. As a result, the teaching approach and classroom methodologies they employ will inevitably influence the overall learning experience and satisfaction of students. (Carrasco, 2021).

Comprehending teaching methodologies represents an essential initial phase in enhancing them. In the realm of legal translation, there's a pressing requirement to revaluate classroom techniques, particularly in light of the prevailing influence of natural language processing

technologies and the significant surge in the need for multilingual content. While legal translation remains among the most steadily expanding fields, the potential implications of automation are generating a nuanced but persistent transformation within its traditional domain. Consequently, it is imperative to evaluate not only how legal translation is executed but also how it is acquired and instructed. (ibid)

2.5.3 Effective Teaching & Strategic Excellence

In general, the concept of effective teaching is typically approached from a multifaceted standpoint that encompasses three distinct dimensions. Firstly, there's the instructional dimension, which pertains to the cognitive involvement of students and their attainment of meaningful learning experiences. Secondly, there's the organizational dimension, which deals with the effective management of the classroom environment. Lastly, there's the emotional dimension, which focuses on providing students with the necessary learning support through nurturing supportive learning environments and fostering positive relationships between students and instructors. (Holzberger et al., 2019). Nevertheless, it is still unknown which mechanisms motivate educators to blend these essential teaching quality aspects at the same time or give preference to specific aspects over others. Additionally, there's uncertainty about how many of these dimensions should be activated simultaneously for teaching to be deemed successful. This ambiguity may be linked to individual variations in educators' self-perception. The following dimensions are thought to be associated with effective teaching:

- **Training**: Training plays a vital role in effective teaching. Proficient educators undergo training, whether through formal educational programs or self-directed learning, not only in their specialized subject matter but also in the theories and practical aspects of pedagogy.

- **Syllabus Design:** Effective instructors utilize learner-centred principles when structuring their syllabi. This approach allows them to establish meaningful relationships with their students, offering a cognitive roadmap and valuable learning resource for the course. Effective educators consistently refine their syllabi each semester based on student feedback, ensuring a transparent link between learning objectives and every assignment and assessment in the course.

- **Instructional methods:** Effective educators utilize a variety of instructional methods, adapting to the specific circumstances and needs of their students.

- **Course content:** In addition to the imparting subject-specific competencies, effective educators promote communication, critical thinking, and collaboration skills by

employing creative assessments, classroom activities, assignments, and syllabi that engender disciplinary guidelines.

- **Assessment process:** Effective educators prioritize the assessment of student learning, taking deliberate steps to precisely articulate their learning objectives. They assess student learning outcomes and offer direct, constructive feedback to students, facilitating their educational progress.

- **Student Evaluations of Teaching:** Effective instructors utilize student evaluations of teaching to reflect on and improve their practice. (Carrasco, 2021).

Cooperation has considered as one of the main life skills, which can be defined as the act or process of collaborating to complete a task for a shared goal or to achieve mutual benefit. Cooperation demonstrates the ability to collaborate effectively and respectfully with diverse individuals or groups, make concessions, reach consensus during decision-making. Cooperative relationships are driven by social factors rather than transactional factors that prioritize personal gain or money gain and they are formed by a "socially oriented" or "common good" attitude.

According to Franklin (1941), "Competition has been shown to be useful up to a certain point and no further, but cooperation, which is the thing we must strive for today, begins where competition leaves off." This citation is quoted from a web site entitled AZ Quotes.

Before World War II, social theorists like All port, Watson, Shaw, and Mead discovered that working in groups was more successful and efficient in terms of quantity, quality, and overall output than working alone; therefore, CL theory started developing. (Gilles, & Adrian, 2003).

Other sources mentioned that the origins of CL as far back as the first century under the name of peer engagement. However, it was several centuries later, particularly in the 18th century, when schools were established to teach students in peer learning groups, that the real progress appeared. Joseph Lancaster and Andrew Bell founded one of these schools in England (Johnson, Johnson, & Smith, as cited in Yassin, 2018). Later, this school opened branches in other countries, which is seen as a turning point for team work learning, particularly at the beginning of the 19th century in the United States. (Yassin, 2018).

Colonel Francis Parker was one of the characters who had a significant effect on team learning. He was the superintendent of the Massachusetts public education system. He encouraged group learning and attracted thousands of visitors to explore the use of group learning in schools. (Johnson et al, as cited in Yassin, 2018).

John Dewey, was another figure who used peer learning technique in his project which became the most famous method in the American schools particularly at the end of the century. (Johnson et al, as cited in Yassin, 2018).

However, Lie (2014), claimed that CL model is distinct from just learning in groups. There are fundamental components of CL that set it apart from grouping students into random groups. The correct application of the cooperative model process will enable teachers to better manage the class. Therefore, researchers began focusing on CL methods and enhancing CL strategies in the 1970s. The beginning was with Elliot Aronson who developed the Jigsaw method with a help of his colleagues at the University of Texas at Austin. He was followed by David Johnson and Roger Johnson in the University of Minnesota who created a new strategy under the name "Learning Together", in addition to these two techniques "Teams-Games-Tournament and Student Teams-Achievement Division" which were created by David DeVries, Keith Edwards, and Robert Slavin at the University of Johns Hopkins (Slavin, 1991).

From 1988 to 2000, Johnson and Johnson (2000) carried out seventeen studies and researches on the effects of CL as a tool for conflict resolution training in eight different schools across two different nations between 1988 and 2000. The studies took place in urban, suburban, and rural areas. The length of the training sessions ranged from 9 to 15 hours. According to the results, students learn the procedures of conflict resolution that they taught and they remembered their knowledge throughout the school year. Moreover, they applied these procedures to actual conflicts situations that they faced non-classroom and non-school settings. (Singh & Agrawal, 2011).

Cooperative learning, according to Johnson et al. (1991), is a teaching strategy in which students cooperate in small groups to improve both individual and group member learning. When students engage and cooperate to accomplish shared learning objectives, CL exists. (Johnson et al. as cited in Singh & Agrawal, 2011).

"CL is the instructional use of small groups so that students work together to maximize their own and each other's learning. It may be contrasted with competitive learning. In cooperative and individualistic learning, you evaluate student efforts on a criteria-referenced basis while in competitive learning you grade students on a norm-referenced basis. While there are limitations on when and where you may use competitive and individualistic learning appropriately, you may structure any learning task in any subject area with any curriculum cooperatively." (Johnson & Johnson, 2022).

CL can be applied in three different ways, as follows:

- Formal CL in which teams can work on any course requirement for one class hour or for multiple weeks (such as problem-solving, reading challenging text material, writing an essay or report, performing experiments or surveys, learning new words, or answering questions at the end of a chapter). The teacher begins the lesson, divides the students into groups of two to five, provides the necessary tools for the activity, and gives students the assignment. Then the teacher gives the task, explains the necessary concepts and steps the students need to know for completing their work, and structures the cooperation among students. Students continue working on the task till each member has thoroughly comprehended and finished it. While the members collaborate, the teacher moves systematically between the groups observing their interactions. When there are issues with teamwork or when students do not understand the academic task, the teacher will step in. When the task is completed, the teacher assesses the academic success of the students and asks the groups to reflect on their teamwork. When they are working together, students understand that a) they share the responsibility for one other's learning and b) they have a stake in each other's success.

- Informal CL teams are temporary and ad hoc teams. These groups can work for minutes or it might need the time of one class. They are formed during a lectures, demonstrations, or film to focus students' attention on the material to be learned, create a learning-friendly environment, help set expectations for what will be covered in class, make sure that they are processing the information being taught.

- Cooperative main teams are stable, long-term CL groups (lasting one semester or a year) that provide each member with the support, assistance, and encouragement required to advance academically (attend class, complete all tasks, learn), as well as, enhance cognitive and social skills in constructive ways. (Singh & Agrawal, 2011).

What distinguishes CL from other educational approaches is that it is founded on social interdependence theory and related studies. Social interdependence theory gives teacher a conceptual foundation for understanding how CL can be (a) most efficiently organized, (b) modified to a variety of learning circumstances, and (c) applied to a variety of concerns (such as achievement, ethnic integration, and drug usage prevention etc.). (Singh & Agrawal, 2011).

"CL has been suggested as the solution for an astonishing array of educational problems. It is often cited as a means of emphasizing thinking skills and increasing higher order learning; as an alternative to ability grouping, remediation, or special education, as a means of improving

race relations and acceptance of mainstreamed students and as a way to prepare students for an increasingly collaborative work face." (Slavin, 1991).

In contrast to the traditional method, the collaborative learning method allows students whether they are males or females to learn in peer groups, which in many ways help them to learn better. Collaborative learning strategies helps the students to progress in any topic positively. Modern teaching methods that encourage group learning help students learn more efficiently, which in turn instills many qualities in them such as cooperation, tolerance, honesty, fraternity, and so on. etc. In general, collaborative learning strategy is advanced type of learning.

> CL can take many various forms, but they all include students working in small groups or teams to help one another understand academic subject. It typically enhances education by providing students with the opportunity to discuss knowledge or practice skills offered by the teacher. The practical applications of CL principles were being studied by researchers all around the world, and many CL approaches have been examined in one or more experimental/control comparisons. Here are some of the most well-researched CL models: Student Team Learning, Student Teams-Achievement Division (STAD), Teams-Games-Tournament (TGT), Team Assisted Individualization (TAI), Cooperative Integrated Reading and Composition (CIRC)…etc.

2.6 Previous Studies

2.6.1 Previous Studies on Training Programs for Translator Education

Indeed, teaching translation is a discipline in itself, and like any other field of knowledge, it requires well-designed training programs and effective methodologies to develop proficient translators and ensure the quality of translation work. Successful translation education involves a combination of theory and practice, focusing not only on language skills but also on cultural awareness, critical thinking, and problem-solving abilities. It is a dynamic process that adapts to the evolving demands of the translation industry and the broader global context. Ultimately, the goal is to equip students with the knowledge and skills they need to excel in the challenging and rewarding profession of translation.

Malmkjær (2004) discussed translation as an academic discipline and she underscores the importance of well-rounded university translation programs. She argues that these programs should ensure that graduates acquire essential skills and competencies for effective translation work. She highlighted that most undergraduate translation programs globally typically comprise

three fundamental components, in addition to practical experience and language and culture studies: the history and theory of translation, the sociology of translation, and an understanding of translation as a profession. These components are justified as follows: firstly, theoretical knowledge of the history and theory of translation enriches and informs practical translation work; secondly, the sociology of translation raises awareness about the translator's role as a cross-cultural mediator; and finally, preparing students for their future careers in translation is imperative as translation programmers should equip translation graduates for the prospective profession.

Davies (2005) emphasizes the importance of developing competent translators and suggests that, before designing activities within translation programs, educators should consider which activities will not only motivate students but also empower them to become independent problem solvers. These activities should facilitate the identification and resolution of translation challenges, promote a deeper understanding of translation assignments and the intended audience, and improve their ability to recognize different text types, presentation conventions, and styles. Furthermore, Davies stresses the significance of establishing clear program goals to guide the educational process effectively. As an illustrative example, she introduces the objectives of a Spanish translation program, which serve as a comprehensive and unambiguous set of aims. These aims include the followings:

1. Producing at least two-foreign translators and interpreters and providing them with a robust set of intellectual, professional, and technical skills which will makes them competitors in the translation industry.
2. Producing native language editors and style experts who are well-equipped to pursue careers in the publishing industry.
3. Preparing graduates with a solid foundation, enabling them to pursue careers in various fields such as journalism, tourism, television, cinema (including dubbing and subtitling), radio, international relations, and other related areas.
4. Preparing teachers proficient in both native and foreign languages.
5. Preparing graduates for high education studies and research.

Kearns (2006) conducted a study addressed the imperative of redefining translator training curricula in light of evolving Translation Studies principles. the researcher advocated for a dynamic understanding of translation competence and a departure from traditional pedagogical methods, while acknowledging the ideological influence of curricula on the learner-society relationship from a socially situated perspective. Moreover, the study advocated a needs and

situation analysis methodology to align training with the evolving nature of translation work in specific contexts, considering changing translation concepts, employment norms, and educational environment norms. It delved into the vocational/academic divide's impact on training in academic settings and emphasizes the significance of skills transferability in translator education and broader university curricula aimed at social reconstruction. The study concluded by discussing these themes in the context of implementing Bologna Process reforms in Polish universities, offering insights into the tension between "training translators" and "teaching translation" and suggesting future research directions in this evolving field of study.

Thelen (2016) conducted a study to explore the evolving landscape of translator training and highlighted the transformation of translator training from a primarily academic and theory-oriented approach to one that is more practice-oriented, emphasizing professionalization and employability. This study presented a curriculum that developed almost two decades which serves as a relevant example of practice-oriented translator training that aligns with contemporary perspectives on translator education. It offered valuable insights into the evolution of translator training methods and underscores. The enduring significance of practice-oriented approaches in preparing translators for the demands of the profession in today's dynamic linguistic and cultural landscape.

Wang and Wang (2020) conducted a study focused on evaluating the effectiveness of an interactive model in enhancing the satisfaction and learning outcomes of students in a compulsory course within a Master's in Translation and Interpretation (MTI) program. The evaluation of learning outcomes was based on exam results, teacher performance appraisals, and a survey completed by MTI students. The findings revealed that the interactive model fosters significant instructor-student and student-student interaction, improves critical thinking and problem-solving skills, and ultimately enhances the translation and translator competence of MTI students. This approach holds the potential to benefit other courses in MTI programs and offers insights applicable to various training programs, demonstrating its potential for improving translator education and fostering professional development in the field.

2.6.2 Previous Studies on Translation Teaching Methodology

Ali (2013) conducted a study which provides a concise yet insightful examination of key foundational concepts in translation, emphasizing the intricate connection between two distinct linguistic systems and cultures. It also underscores the significance of different translation approaches and highlights the essential qualifications that translation instructors should possess to effectively address translation challenges. Most notably, the paper raises the pivotal question of whether translation is a teachable skill, thereby acknowledging and stimulating critical discourse around this topic. While the paper's brevity leaves room for a deeper exploration of these themes, it serves as a valuable starting point for considering the complexities of teaching translation and the ongoing debate surrounding its teach ability.

Liu's (2018) study offered a fresh perspective on the teaching of translation by applying the constructivist theoretical framework. By critically examining current methods, the study highlights common issues and introduces an innovative pedagogical model. Central to this model is the cultivation of students' initiative within the learning process, as well as the call for instructors to prioritize the development of students' cognitive abilities. Ultimately, this approach aims to enhance students' capacity to construct new knowledge.

Askari (2019), conducted a study which aimed to explore the attitudes of English-major students towards the teaching methods employed in translation courses, relevance of these methods to student needs, and the availability of necessary educational resources. To gather data for this investigation, questionnaire containing 32 items was developed, encompassing principles used in traditional, complex, and modern approaches to teaching translation. Data from 100 distributed questionnaires were collected and analyzed using descriptive statistics in SPSS software. The findings reveal that while all methods were used, modern teaching methods were favored, emphasizing the need for further integration of teaching principles to enhance quality and relevance. The study's results provide valuable insights for both students and instructors in translation studies, offering a deeper understanding of how different teaching methods can impact students with varying learning attitudes, ultimately contributing to improved translation education.

Alenezi's (2020) study delved into the implementation of a task-based approach in teaching translation, particularly in the initial stages of translation education in Saudi universities. This research addressed a notable gap in the literature by focusing on the significance of employing the task-based approach in the first practical translation course within a translation academic

program. A case study conducted at the English Language Department in Jouf University involving 39 students served as the basis for the investigation. The study employed Li's (2013) customized model for task-based teaching in translation, with a specific emphasis on tasks designed to enhance students' translation competence and bilingual skills. The study's findings revealed observable advancements in both students' translation competence and their bilingual proficiency, shedding light on the potential benefits of adopting a task-based approach in early translation education. This research did not only contribute to the understanding of effective pedagogical methods in translation but also underscore the applicability of task-based approaches in diverse educational contexts.

In his study, Sun (2020) presented a critical perspective on translation teaching at the university level. The researcher emphasized that teaching translation should go beyond mere vocational training. The study highlighted a common misconception among students that acquiring a set of translation skills is sufficient for competent translation. The researcher argued that this is far from reality and stresses the importance of instilling in students the understanding that translation does not occur in isolation but within a cultural context. Furthermore, he asserted that cross-cultural knowledge is essential for students and should be integrated into the training process.

In Spain, Martínez-Carrasco (2022) investigated the crucial dimension of effective teaching within the current context of accountability policies in higher education, emphasizing the global competition and internationalization of universities. Focusing on legal translation lecturers at the undergraduate level, the study thoroughly examined instructional, organizational, and emotional aspects of effective teaching while also scrutinizing the alignment of teaching and learning styles with student-centered approaches and classroom strategies. The researcher utilized a questionnaire for data collection. The results revealed that lecturers embracing post-positivist teaching approaches display a broader spectrum of teaching behaviors and strategies associated with effective curriculum implementation and higher-quality teaching compared to their counterparts following more traditional, positivist methods.

Al-Jarf's (2022) conducted a study on teaching English for Legal Purposes (ELP) to undergraduate translation majors when offers a comprehensive and practical approach to preparing students for the complexities of legal translation. The proposed instructional module was designed to equip translation students with the necessary skills to read, identify, and comprehend the lexical and syntactic features of legal documents. It emphasized tailoring the module to the students' proficiency levels and academic and professional needs. The module

covered common legal terms and grammatical structures found in legal documents, providing contextual learning through actual legal texts. The researcher advocated for a student-centered approach, where learners actively engage in selecting legal topics for reading, discussion, writing, and translation. The integration of technology and student evaluation of the ELP module further enhances the practicality and effectiveness of the teaching approach.

2.6.3 Previous Studies on Assessment and Feedback in Translation Classes

Assessment plays a crucial role in evaluating the success of any project or program, and translation studies are no exception. If the goal is to produce proficient professional translators through university and institutional translator training programs, it is imperative to prioritize the development and implementation of rigorous and effective assessment tools. These tools are essential for gauging the competence and progress of students in their translation studies.

Secară's (2005) study, discussed different frameworks of translation evaluation, with a particular emphasis on error classification schemes employed in both the translation industry and academic settings. The study underscored the significance of error-based models such as BlackJack and SAE J 2450 in providing a structured and consistent approach to assess translation quality. Apart from offering an overview of existing error-based evaluation systems, this study also highlighted two recent research projects in the field. This study did not aim to present an all-encompassing list of available error-based translation evaluation tools, nor did it seek to advocate for or propose a specific model for translation analysis.

In his study, Pietrzak (2014) investigated the critical role of constructive feedback in translation education, highlighting the limitations of traditional grading systems to effectively communicate the quality of students' work and foster skill development. Moreover, the researcher advocated for educators to go beyond grades and offer tailored feedback to address individual student needs, ultimately enhancing independent translation skills. The study delved into the advantages and disadvantages of group revision feedback as an alternative approach, providing practical insights into its implementation and offering authentic examples from a student group's experience.

In their study, Man, Zhu, Chau and Maruthai (2022) stated that the role of assessment feedback in translation education has often been overlooked, despite its significant impact on student learning. Traditional assessment practices in translation education have typically employed a static approach when evaluating translation competence. However, this static approach has limitations, including offering only a partial view of translation competence

development and a somewhat negative perspective on students and their learning. In their research, the researchers advocated for the adoption of an ecological approach to contextualize assessment feedback within the field of translation education. The ecological approach emphasizes the importance of considering the spatial and temporal context in translation assessment. While obtaining detailed contextual information is essential in ecological assessment, evaluating translation performance across various tasks and over time presents a considerable challenge. To address this challenge, this study introduced a corpus-assisted approach to translation assessment which explored how a longitudinal student translation corpus can be created to support ecological assessment feedback regarding translation performance. The study also provided a case study based on an ongoing translation education program to illustrate these concepts. Ultimately, the researchers recommended valuable insights and suggests directions for future assessment feedback practices and research within the field of translation education.

2.6.4 Previous Studies on Translation Courses and Materials

Weatherby (1998) stated the selection of materials suitable for integration into translation classes, and he claimed that, the materials should possess several key attributes:

1. **Realism**: They should be realistic, offering meaningful motivation for both teaching and learning.

2. **Sequencing**: The materials should be organized in a logical sequence concerning their level of difficulty and complexity.

3. **Alignment**: They should align with the overarching teaching goals, ensuring a seamless integration between language instruction and translation practice.

4. **Grading**: The materials should be graded in terms of challenge, starting with texts that necessitate the application of macro-strategies and progressively incorporating micro-strategies.

5. **Relevance**: They should be tailored to match the students' training and skill levels, ensuring they are neither too easy nor too advanced for the learners.

Mackenzie (2004), investigated what translators require above all else. The researcher found that translators require a keen awareness of the areas in which they may lack language proficiency. To address these gaps, they should actively engage in information search and collaborative activities. The researcher drew a distinction between a language student and a translation student, noting that, for the former, the language is the primary subject of study, while

for the latter, it serves as a tool in their subsequent academic and professional work. Consequently, she recommended a focus on teaching translators how to wield this tool effectively, with an emphasis on the practical, communicative aspects of language rather than its theoretical aspects.

Nord (2005) advocated for a practice-oriented approach to teaching translation, emphasizing the use of diverse text types in classes, ranging from computer manuals and contracts to business communications and scholarly articles. the researcher recommended teaching methods such as parallel text analysis, bilateral and multilateral translation criticism, and text rewriting and revision. Furthermore, the study placed strong emphasis on the concept of contrastive text competence, which she defined as the capacity to scrutinize the culture-specific elements within textual and communicative conventions in two distinct cultures. She contended that this form of competence is not based on the principles of systemic contrastive linguistics, instead centering on comparing of "languages in action" with a keen focus on the structure, prevalence, and dispersion of communicative acts within these languages.

2.6.5 Previous Studies on Translation Students' Work

In terms of students' progress, Bernardini (2004) stated that to ensure the success of translation courses, students should undergo a comprehensive study spanning at least two or three years. During this period, their intellectual engagement should be stimulated, their awareness heightened, and their capacity for independent learning strengthened. It is essential to develop their various translation skills, including translating, revising, and research. Additionally, their cultural understanding should be broadened. Bernardini suggests that implementing such a policy in the design of undergraduate courses equips students with the necessary tools to cultivate their professional competence and skills, including research and teaching abilities crucial to the discipline.

Nord (2005) highlighted that it is generally assumed that students enrolling in translation classes already possess linguistic and cultural competence. Without this foundation, translation classes becoming mere language courses, a reality that both students and teachers may not fully recognize. Given that students often lack a solid linguistic and cultural foundation, Nord suggested a prerequisite of language courses before embarking on translation studies. In this context, Nord recommended tailoring language instruction to the specific needs of translators, ensuring that language teachers within translation programs take into account the unique nuances of translational language use to equip students with the necessary competences.

Furthermore, Nord (2005) presented a range of exercises designed to help students in gaining good knowledge into various aspects of texts. These exercises encompass the analysis and comparison of texts and discourse created for diverse audiences (such as women, men, children, etc.), conveyed through different media (oral, written, or online chat groups, etc.). Additionally, Kiraly (2003) provided a list of instructional techniques, as mentioned in the figure below:
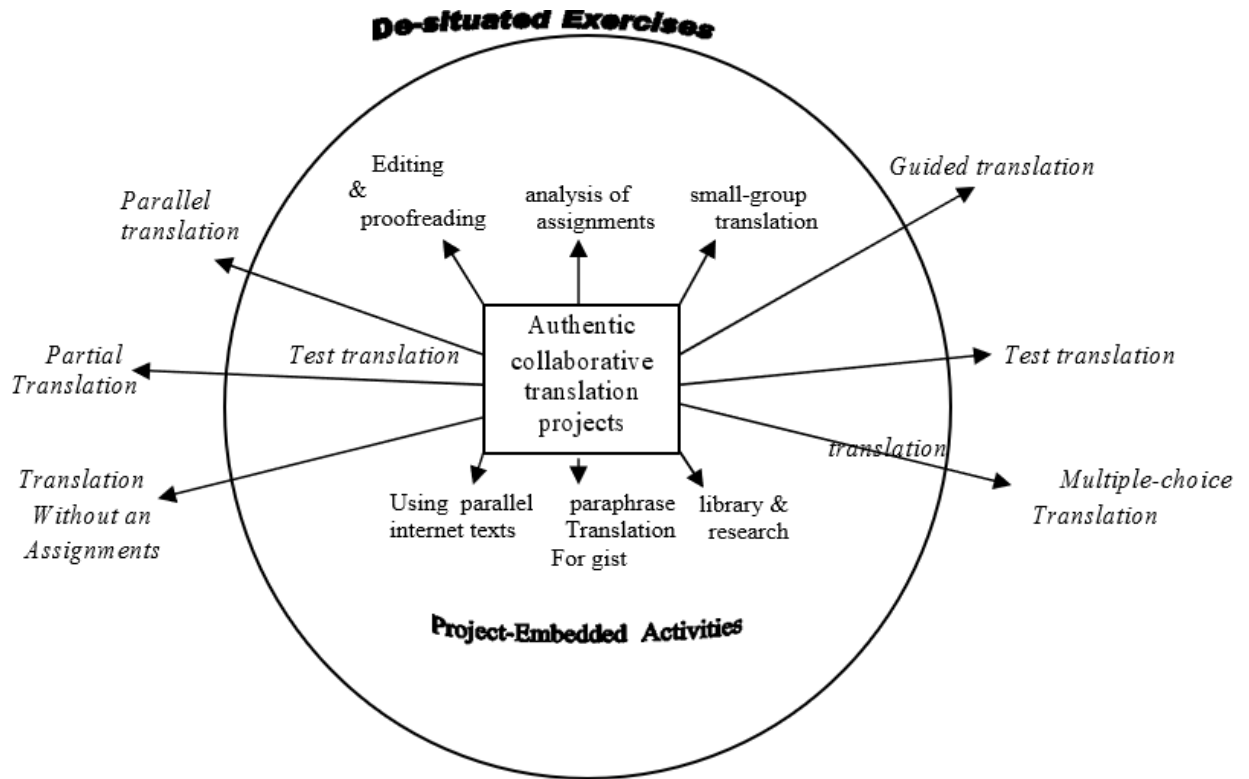
Figure (2.8): Techniques for Student's Work inside the Translation Classroom. Kiraly, D . (2003), From Instruction to Collaborative Construction: A Passing Fad or the Promise of a Paradigm Shift in Translation Education. p22.

2.6.6 Previous Studies on Translator Competence

It can be argued that the quality of a translation is predominantly contingent on the translator's extensive factors, including their knowledge, skills, training, expertise, and their familiarity with the cultures associated with the two languages involved in the translation process. Moreover, professional translators should possess a specific set of skills, encompassing abilities like proficient reading comprehension, a keen sensitivity to both the source and target languages, coherent writing, expertise in stylistics and diction, among others. Collectively, these skills may collectively constitute what we can refer to as "translation competence." This competence empowers translators to effectively convey the meaning of the source language text into the target language, striving to produce an effect on the reader that closely mirrors that of the original text.

Eser (2015) conducted a study focused on the necessity of transitioning from a focus on translation competence to a broader concept known as "translator's competence." This need was identified through an assessment of translation competence conducted at Turkish state universities, leading to the formulation of the proposed model for translator's competence. The empirical data for this quantitative research was collected by using a scale of translation competence concerning student perceptions. This scale comprises 50 statements and assesses eight sub-competencies. The sample of the study included 448 participants. From an educational standpoint, this paper introduces a model for translator's competence, aiming to better equip translators for the demands of the translation industry. Translator's competence is proposed as a comprehensive term that encompasses the multifaceted requirements of the translation profession. It is based on three core skills: technical skills, conceptual skills, and interpersonal skills, with technical skills representing one aspect of the broader translator's competence. The consideration of this holistic concept in program designs for tertiary education can lead to more effective translator training programs.

2.6.7 Previous Studies on the Effect of Applying CL on Enhancing Students' Learning Attitudes

In Indonesia, Nureva (2022) conducted a study in which CL method is applied to investigate the influence of applying this model on the Outcomes of students at Elementary School. The sample which was made up of 22 students was chosen randomly from the population of 42 students, and they were given social studies learning with the STAD learning model for four weeks. The data was collected by using documentation and tests. Results showed that there

was an effect of the application of STAD-Type CL Model on social studies learning for class VB students.

In their study, Mendo et al (2022) analyzed and explored the effect of CL on academic goals among university students on undergraduate degree courses in Education. This study sought to show how CL may effectively establish and maintain the objectives that motivate university students to develop their skills, study, and take pleasure in their academic work in the learning environment. The researchers applied a quasi-experimental methodology, and in order to achieve their aims, they selected a sample comprised 509 students on undergraduate degree courses in Preschool Education. The sample was divided into two groups. Students in the experimental group studied by using CL techniques for six weeks, while the students in the control group carried out group work in the traditional manner. Questionnaires and tests were used for data collection. The results indicated that CL encouraged university students to set academic goals that motivate them to engage completely with the tasks assigned to them in order to acquire knowledge and skills.

Another study conducted by Tran (2019). The study aimed to argued and investigate if CL is more effective in enhancing students' learning attitude and motivation than lecture-based learning in higher education in Vietnam. The researcher employed an experimental study design, and he utilized tests and Non-equivalent Comparison-Group Design. The population of the study included all the classes of the Faculty of Education at An Giang University, while the sample was chosen randomly and consisted of 72 students who were divided into two groups; the experimental and control group. After applied the experiment for 9 weeks, the results supported the hypothesis that students who were instructed with the CL method will achieve better motivation and learning outcomes than those who were taught through lecture-based method. The researcher recommended to conduct further researches to examine the possible influence of CL on learning attitudes and motivation with bigger groups of participants.

2.6.8 Previous Studies on the Effect of Applying CL on Improving English Students' Performance

In Oman, Sulaiman (2022) conducted a study that examined the effect of the application of CL strategies on undergraduate Omani EFL students' cognitive engagement and task achievement. In order to answer the study questions, the researcher chose a quasi-experimental research design, and he utilized observation and questionnaire for data collection. The sample of the study included 156 students who were divided into two groups, one of the groups which

included 120 students were selected to answer the questionnaire, while the remaining 36 students were assigned to two study groups. The results showed that the overall cognitive engagement levels of the students were low cognitive engagement for the group that answered the questionnaire, there were no statistically significant differences were found between mean scores of students' cognitive engagement responses attributed to their gender. Furthermore, the study discovered that the CL method has a slight effect on the mean scores of students' cognitive engagement responses.

In his study, Elfadil (2016) aimed to find out the importance of CL among university students, and to investigate and understand the foundations, techniques, structures of collaborative learning. Moreover, the researcher examined the hypotheses; Collaborative learning encourages students' learning and achievement, it is important for personal development when learning English as a foreign language, and learners' attitudes toward using collaborative learning are supposed to be positive. The researcher used descriptive analytical method, while the data was collected by a questionnaire. This study focused on Sudani universities second year students who studied English as a second language, and the sample was forty students at English Department, at the College of Language, Sudan University of Science and Technology. The results revealed that CL promoted students' learning and achievements, it has a pertinent to the personal development in the learning, as well as the attitude of the students towards CL was positive.

2.6.9 Previous Studies on the Effect of Applying CL on Improving Students' Translation Skills

Gustini and Baihaqi (2021) conducted a study with the goal of exploring how the Student Teams Achievement Division (STAD) learning technique can improve students' translation work, both in terms of the process and the final outcome. The study was managed in one private university in Banten Province, Indonesia. Classroom action research was used as a method, and 15 students participated in the study as the subject of the research. The data collecting technique was triangulated by using observation, test, and documentation. The results of the study demonstrated that STAD technique is effective in promoting cooperative work among students. It facilitated sharing and discussion of learning materials, fostering mutual support among students. Furthermore, the results indicated a noticeable improvement in students' performance. The average score before the implementation of the Student Teams Achievement Division was 72, which subsequently increased to 81 in cycle I and 85 in cycle II. These scores fall within the "Very Good" category for translation results. Thus, the study affirmed that the Student Teams

Achievement Division can substantially enhance both the process and the final outcomes of students' translation work, highlighting its potential as an alternative approach in the teaching and learning of translation.

Alhaj and Albahiri (2021) aimed in their study at investigating the effect of applying Cooperative Work Procedure on teaching translation courses to students of translation. The population were students of translation at King Khalid University, while the sample were forty-eight students of translation who were divided randomly into two groups i.e., experimental and control group. Tests and a questionnaire were the selected tools for data collection. The results revealed that the performance of experimental group was positively affected, as well as, students' responses for the questionnaire showed that translation students had a spectra response to cooperative learning, with the majority preferring to work alone.

Fitriyaha and Fauzib (2020) did another study in Indonesia. This study intended to increase students' learning attitude and translation quality when learning Arabic translation. The data was gathered through the use of a performance grading criteria in Jigsaw CL and a translation test. The study's sample consisted of 52 students from the Arabic Language and Literature Department. According to the findings, CL increased students' learning ethos through their independence in seeking and sharing knowledge. Furthermore, the students' translation quality between Arabic and Indonesia has improved and students can now translate lengthy texts in a relatively short time.

In Iran, Sadeghi and Ganji (2020) conducted a study that aimed at investigating the effect of teaching translation by using CL in improving university students' class-engagement, self-esteem, and self-confidence. The researchers applied quasi-experimental study to achieve the objectives of this study, while they used questionnaires and tests for data collection. The population of the study were the university students, while the sample comprised of 30 students in MA English Translation Studies in Islamic Azad University. The sample was divided into experimental and control groups equally. According to the results, CL increased students' self-esteem, self-confidence, and class-engagement.

One of the most effective studies was conducted by Adlan et al (2019). It aimed at investigating the effect of collaborative learning on the competences of students of translation. The design of this study is quasi-experimental method, in which the data collected by using a translation test. The population included (77) students of English Department of IAIN Batusangkar. While the sample included (49) students who were divided into experimental group

and control group. The results showed that students who were taught by used collaborative learning got higher scores than those who are not. Moreover, students were interested during the learning process as they were working together in one team, which indicated that the application of collaborative learning in translation teaching will improve students' translation ability.

Yuliasri (2017), reviewed the use of CL in teaching translation classes as has been applied and studied by some authors. The review of the studies on the use of CL in undergraduate translation classrooms revealed that despite the need to shift from the traditional teacher-centered class to a more learner-centered one, there is a need for more teacher's guidance with examples and feedback. Therefore, it is suggested that undergraduate translation classes be conducted by optimizing the teacher's role as a moderator and collaborator, while gradually minimizing the students' dependence on teacher's lecture. Further study is required to determine how various CL structures work in translation classes as well as what re the best kinds of teacher's guidance and feedback are effective for the improved learning process and outcomes in translation class.

Osipova (2017) carried out a comparative study in Russia to assess the implementation of the CL technique for teaching translation. The researchers of this study used both quantitative and qualitative methods to investigate the usefulness of Prof. Gerding-Salas C.'s translation technique "Cooperative Work Procedure" (Gerding-Salas, 2000). As a result, they compared the performance of students who worked in groups to that of students who worked alone. The findings show that the CL technique is appropriate for application in translation classes, since it helps both students and teachers in improving the learning process.

In Malaysia, Zainudin and Awal (2012) conducted a study on teaching translation techniques in a university setting. They focused on the problems of teaching translation for students who have English as a foreign language. They adopted in the teaching of translation in a basic translation course. The results show that CL promotes positive teamwork of students and help them to acquire appropriate translation techniques when translating a variety type of texts.

Another study conducted by Yuliasri (2011), which aimed to improve students' competences in translating from Indonesian into English, and to change their behavior by applying CL techniques. The population of the study were students of English Department in UNNES. Questionnaire, interview, and tests were the tools that used for data collection. The results showed that the implementation of CL techniques enhanced the students' translation skills in terms of diction, grammar, and rendering messages of source text. Moreover, the results

showed that students were more active, enthusiastic, motivated, interested, and got better understanding of translation techniques.

Barros (2011) carried out a survey on the effect of applying collaborative learning in the translation classroom. The researcher focused on exploring the development of interpersonal competence through collaborative learning at the initial stages of translation training within Translation and Interpreting (TI) faculties in Spain. To gather data, a qualitative research approach was employed, primarily utilizing focus or discussion groups. Additionally, a questionnaire was given to a sample of 191 third-year TI students in Spain, aimed at examining their perceptions of teamwork during the initial training phase of their translation studies. The questionnaire covered various aspects, including teamwork definitions, the pros and cons of this teaching approach, student preferences regarding work styles, prior experience in this domain, and its significance in professional contexts, among other factors. The findings revealed a growing trend in education, particularly in translation, where collaboration is gaining prominence. Thus, the introduction of teamwork into translator training can enable students to cultivate essential generic competencies and gain exposure to real-world professional situations.

Stewart et al (2010) conducted a study on examining translation units in students' work. The researchers divided students in groups of three to four in order to complete a translation task in realistic professional translation environment. The results revealed that students gave positive responses towards cooperative learning. Moreover, it was well suited for translating ordinary texts into translators' native language.

2.7 Summary

While all the previous studies have detailed the benefits of collaborative learning for students, especially in English and translation, none have explored its impact on the twelve key translation majors. These majors, including but not limited to: Legal Translation, **Literary** Translation and Administrative translation.   Since each of these twelve majors is distinct, has its specific procedure and requirements, teaching translation entails teaching each of these twelve majors separately.

Moreover, the present researcher has observed through personal experience that there is a minor implementation of CL that might have a positive effect in improving the performance of translation students while translating legal texts. As CL is one of the new approaches that have an obvious effect in improving students' educational behavior, it should be used more frequently

in preparing students for translation in general, and legal translation in particular. Therefore, the current study comes to bridge this gap.

This study is considered unique for four reasons. First, it discusses an approach that, despite being widely used in other parts of the world, is not frequently used in Yemeni education. Second, it concentrates on translation, which is a fairly rare field in Hadramout Governorate, despite the obvious interest displayed by other countries in the translator's major role in society. Third, it focuses on suggesting new approaches that would result in a noticeable improvement in the training and development of translators who suffer greatly from the dearth of comparable training programs, particularly in Mukalla. Translators' education here relies solely on their university studies or participating in the labor market without having the necessary qualifications. Finally, this study may help to enhance the field of training legal translators in particular, due to their major and essential role in the society.

This study examines CL as one of the contemporary teaching approaches that, despite having a demonstrated effect on enhancing students' abilities in a variety of areas, particularly in the field of translation, is rarely studied or used in classrooms today. This study also focused on the application of the CL approach in the field of translation, a field that has revolutionized in our modern era. Despite its importance, there are no enough studies on how to train and develop the translator, as well as suggest and apply new learning methods that may contribute to this field.

Literature Map

The Effect of Application of CL on Students' Performance

The Effect of Applying CL on Enhancing Students' Learning Performance

The Effect of Applying CL on Improving English Students' Performance

The Effect of Applying CL on Improving Students' Translation Skills

Nureva (2022) -- Medol et al (2022) – Tran (2019)

Sulaiman (2022) --- Elfadil (2016)

Gustini and Baihaqi (2021) --Alhaj & Albahiri (2021) --- Fitriyaha & Fauzib (2020) --- Sadeghi & Ganji (2020) --Adlan et al (2019) ---Yuliasri (2017) ---Osipova (2017) --- Verawati (2012) --- Yuliasri (2011)-- Stewart et al (2010)-- Barros (2011)-- Zainudin and Awal (2012)

Need for Further Study:

- **How does the implementation of CL influence the performance of 4th Level English Language students at Women's College/Hadhramout University while translating legal texts?**

Figure (2.9) Literature Map. Well, C. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 4th ed. Person. P96

Chapter Three

Methodology

Chapter Three
Methodology

3.1 Introduction

The present study aimed to explore the effect of applying CL on improving the 4th level English students at Women's College/ Hadhramout University while translating legal texts.

In this chapter the research design, the population and sample, the setting, the variables, study instruments, procedures, and data collection and analysis are presented.

3.2 Study Design

(Denzin & Lincoln, 2011) have referred to research designs as inquiry strategies which are available to researchers and have grown throughout time. According to Creswell (2014, p.41) "Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research design". As there are three types of study designs and based on the current study questions and statement the quantitative and qualitative study design was utilized in this study. In a research study, the term mixed methods means combining or integrating of qualitative and quantitative research and data. Qualitative data is typically open-ended, with no predetermined responses, whereas quantitative data is typically closed-ended, as found on questionnaires or psychological instruments. (Creswell, 2014). Early ideas on the value of multiple methods, known as mixed methods, were based on the idea that all methods had biases and shortcomings, and that collecting both quantitative and qualitative data equalized out the weaknesses of each type of data. (ibid).

In order to obtain valuable data for judging and comparing if there are any differences between the scores before and after the implementation of the experiment, the researcher used Quasi-experimental design. Quasi-experiments are similar to true-experiments except that they do not use random assignment. Dornyei (2007). Quasi-experiments are frequently used in some situations where true experiments are impossible. In order to answer the previously-mentioned research questions, the researcher uses a quasi-experimental study in which one group is included.

One of the most common quasi-experimental design is One-Group Pretest-Posttest Design provided by Campbell and Stanley (1963, p. 6). The current study used this design which represented in figure (3.1).

One-Group Pretest-Posttest Design

| **Group** | **Lectures** | **Pre-test** | **Gap** | **Treatment** |
| **Posttest** | | | | |

A ——————→   —O—→   ——→ O   ——————→ O ——————→ X

O

————————————————————————————————————→

Time
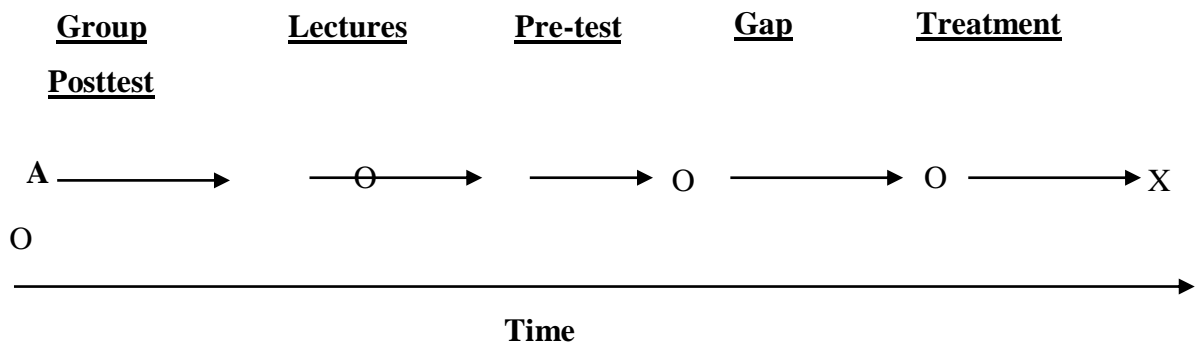
Figure (3.1): Study Design. Campbell and Stanley (1963, p. 6)

This design was used for evaluating the progress of the students, as well as, to determine if the implementation of CL is useful in improving translation students' performance while translating legal documents. In addition to the test, interviews were employed to investigate the students' perceptions of how CL improve their performance of translating in general, and their legal translation in particular.

3.3 Sampling & Sample selection

Basically, Bhardwaj (2019, p.158) defines sampling as 'a procedure to select a sample from individual or from a large group of population for certain kind of research purpose.' However, the main objective of sampling, according to (Neuman, 2007), is to generate situations, events, or activities that increase understanding. (Creswell, 2012) states that the quantitative researcher needs to select a target population with some common characteristics that can be identified and studied. Therefore, the sampling process was intentional in order to determine which population would be the most useful and that can meet the study's aims.

According to Shukla (2020) population is a set or group that includes all the units on which possess variable characteristic under study and for which results of research can be generalized. Moreover, (Creswell, 2012, p.142) defines population as " a group of individuals who have the same characteristic." Whereas, the term sample refers to a group of individuals, things, or items that are taken from a larger group (population) to measure in order to obtain more accurate findings. (Bhardwaj, 2019).

Because the researcher does not have access to many students to use random sampling, so the sample was not randomly selected. The population of this study includes all students enrolled in 4th level English Language Department at Women's College/ Hadhramout University, definitely (51) students all of them are females. Only (45) students will be chosen as a sample. All the (45) students are majoring in English Language, doing their BA degree at Women's College/ Hadhramout University. Translation is one of the topics covered in the sample's timetable. This course includes some of the main fields of translation and legal translation is one of them. The sample have studied three courses in Translation course in level 3, and two courses in level 4 and they have a good theorical background on legal translation.

3.4 Setting

After receiving the permission -a letter of permission to conduct the study appendix (E)- this study was conducted at English Language Department at Women's College/ Hadhramout University. The researcher has chosen this setting to be the place in which the data has been collected, because students in this department are trained for translating for three courses over two years. The college dean, professors, and students have all given the researcher their permission to conduct this study, and they have all made it easy for her to complete this work.

3.5 Study Independent & Dependent Variables

Creswell (2014) defines variable as "a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied." According to him there are different types of variables based on their temporal order and their affects.

- Independent variables are those that (most likely) cause, influence, or have an effect on outcomes. They are also known as treatment variables, altered variables, antecedent variables, or predictor variables.
- Dependent variables are those that are reliant on the independent variables; they are the consequences or effects of the independent factors' impact. Criteria, result, effect, and response variables are additional terms for dependent variables.

Therefore, the independent variable of this study is the implementation of CL method in teaching legal translation, while the dependent variable is the performance of 4th level English Language students at Women's College/ Hadhramout University when translating legal texts. For the mediating variables, they are the previous courses that students have taken them during their subjects.

dependent variable

Students' performance before the experiment

dependent variable

Students' performance after the experiment

Independent Variable

CLA
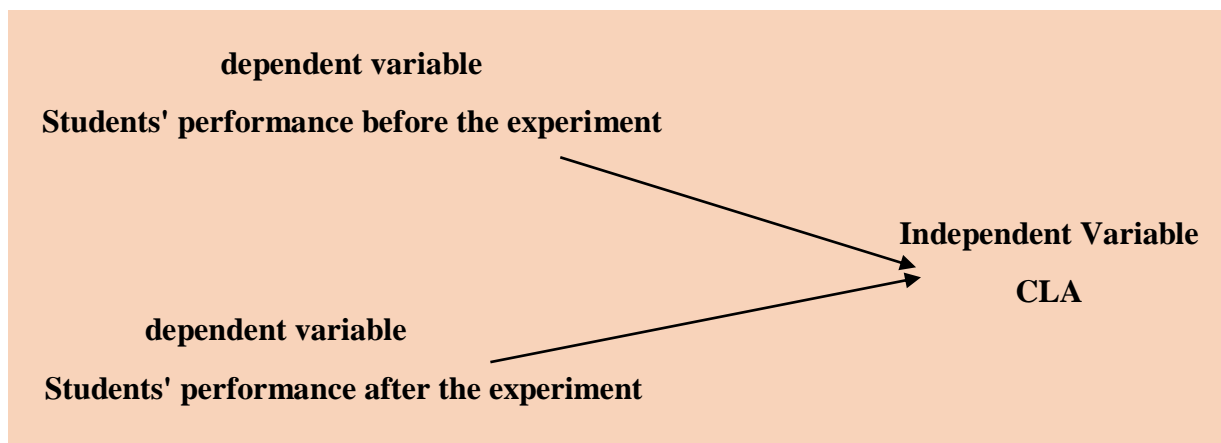
Figure 3.2: Table of Variables. Creswell J. (2104), Research Design, Quantitative, Qualitative and Mix Methods Approach

3.6 Material & Instrument of the Study

Because the researcher aims to explore the effect of applying CL on improving students' performance while translating legal texts, she has to choose a limited number of legal texts, modified their wording, and make them specific to the context of translation. Moreover, multiple instruments were used in the current study as follows:

3.6.1 Lectures

For four weeks of six hours every week, students were given the basic techniques and methods, which were never given to them before, for translating legal texts. During this stage the researcher provided the students with more instructions supported by various examples in order to make them aware of the nature of translating legal texts between Arabic and English. Moreover, the researcher utilized some translation tasks includes contracts, certificates…etc. -all provided in appendix (A)- to assess their efficiency.

3.6.2 Tests

Tests are tools mostly used to compare performance before and after a certain treatment. (Masoud & Al-Mizjaji, 2016). Over and above that, test data normally are used to analyze phenomena (e.g. the test's properties or the interactions between test scores and one variable on another) with the purpose to increase scientific knowledge, comprehension, and use (Iliescu & Bartram, 2014). The researcher used both pre and post-tests in order to answer the first question of this study and to measure the performance of students before and after the experiment.

3.6.2.1 Pre-Test

After explaining the basic techniques and methods for translating legal texts to the participants, the researcher applied a translation test as a pre-test. It was included an English text and students were asked to translate it into Arabic during the allowed period which was one hour.

3.6.2.2 Post-Test

A post-test is carried out afterwards to determine whether or not CL has any influence on the performance after the experiment has been conducted and concluded. This test includes two legal texts, one of them was Arabic and students were asked to translate it into English, while the other was English and students were asked to translate it into Arabic during the allowed period which was one hour.

3.6.3 Interview

The second instrument in this study is semi-interviews. According to Angrosino (2007), conducting that an interview is the process of directing a conversation with the goal of gathering information. Frances et.al (2009) mentioned that individual interviews can help to in-depth data collecting by providing insight into people's perceptions, understandings, and experiences of a given issue. For the current study, interviews used as an instrument for answering the second question. By using interviews, the researcher would investigate if the students find any changes in their performance while they translate in general and in the quality of their translation of the legal texts in particular. The researcher interviewed five students in-person, ranging in learning ability from outstanding to acceptable, in five separate interviews.

3.6.4 Validity & Reliability of the Tests

- **Validity**

Any study needs an instrument, or a variety of instruments, to report individual scores, and the instrument(s) in question must be valid and reliable. Creswell (2012) has defined validity as "the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose." (Creswell, 2012, p159). Therefore, the researcher has giving both pre and post-tests to three professors with more than five years of academic teaching expertise on translation and linguistics to assess the validity and applicability.

The researcher has chosen students from the same location who had almost identical translation abilities, in an effort to minimize any threats that might affect the validity of the tests.

- **Reliability**

Scores should be nearly the same when researchers use the same research instrument/s multiple times and whenever they use them. Moreover, scores need to be logical which means that the way of answering a certain question, means all the related questions should consistently be answered in the same way. (Creswell, 2012). Reliability means "that scores from an instrument are stable and consistent." (Creswell, 2012, p159). In order to assess the reliability of the tests, a pilot sample was selected to answer both tests and ensure they are both clear enough and there were no any ambiguous points. The pilot sample includes (6) students from the population who are instructed and trained with the real sample. Although, they were included with the real sample during the training period, they are informed that they have to conduct the two tests before the others for the purpose of experimental research.

3.7 Procedures

After receiving the authority and permission -a letter of permission to conduct the study, the researcher started her study which lasted about 3 months -from 19th of February to 31st of May 2023- to be accomplished.

The application of this study has divided into two stages as the following:

Stage (1)

This stage started on 19th of February to 23 of March. During this stage, the researcher provided the students with instructions included the basic techniques and methods for translating legal texts with simple translation exercises for two weeks of 6 hours every week. Then students were trained in translating different types of legal texts from Arabic into English and vice versa for other two weeks. After finishing this stage, students were asked to do a task as a pre-test. The traditional teaching method was utilized during this stage, and they were working individually.

The interval between (1) and (2) serves as a break and preparation for the second stage. After stage one, the students were given one month- from 24th of March to 29th of April- as a gab before starting stage two.

Stage (2)
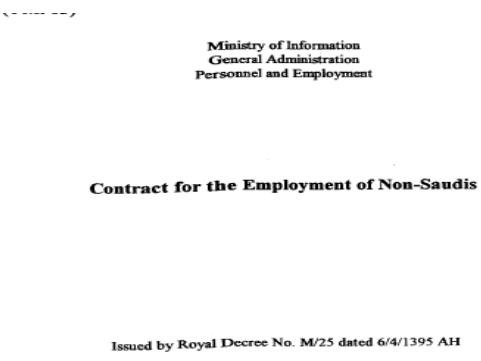
In the second stage (experimental stage) which started from 30th of April to 31st of May, the researcher started the experiment by applying CL as a teaching method. The students are divided into groups of six, and they do their exercises together. The researcher depends on translation activities only during the whole period of this stage. After the experiment is conducted

and concluded, the students are asked to do two tasks -Arabic and English texts- as a post-test individually, and they translate them from Arabic into English and vice versa.

Table (3.1): Procedures of the Study

	Sample	Treatment	Pre-Test Measures	Post-Test Measures
Stage (1) 19th/February to 23/March	4th level students English Dept.	Traditional classroom instruction and individual working	Scores obtained pre- test	
Experimental Stage 30th /April to 31st/May	4th level students English Dept.	Applying CL		Scores obtained by post-test.

Table (3.2): Procedures of the Application Plan:
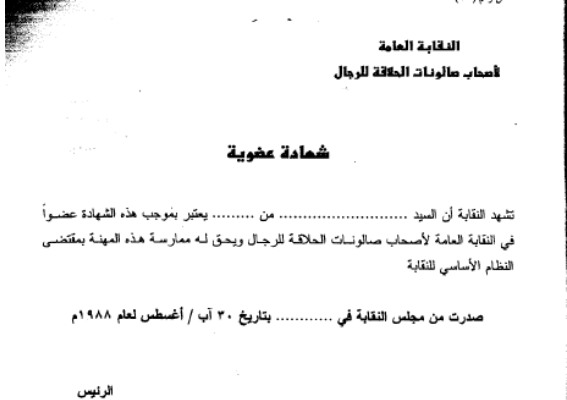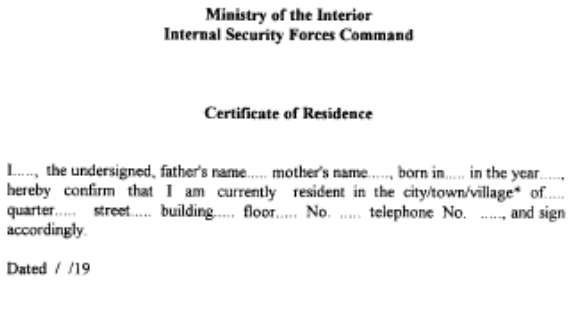
Stage One	Lectures
- Started on 19th of February to 23 of March. Four weeks/6 hours for every week.	- Lecture one: Introduction to Legal Translation its language style and terms. **Exercises:** Translate the following sentences from English into Arabic: Using dictionary is available: 1. The Court shall appoint an advocate for the accused un the criminal case. 2. Lawyering is a craft that takes long time to become proficient. 3. Based on the will, the estate has been divided between the wife and her daughter. 4. The Tenant shall forthwith notify the Landlord. 5. The Company may terminate this Employment Agreement in following cases.
	- Lecture Two: Strategies of Legal translation. **Exercises:** Translate the following sentences from English into Arabic: Using dictionary is available: Ministry of Information General Administration Personnel and Employment **Contract for the Employment of Non-Saudis** Issued by Royal Decree No. M/25 dated 6/4/1395 AH
	- Lecture Three: Using of **shall—must--may**, between English and Arabic. **Exercises**: Translate the following sentences from English into Arabic: Using dictionary is available.

Stage One	Lectures
	<div dir="rtl">مشروع خط حديد العقبة ص.ب ١٣٠ العقبة – الأردن **شهادة خدمة** الإســـــــــم : الرقــــــــم : المهنـــــــــة : معلم بناء تاريـــخ الإلتحاق : تاريـــخ الإنتهاء : مكـــــان العمـل : موقع حسوة مستـــوى العمـل : جيد الســـــــلوك : جيد رقم جواز السفـر : مقـدار الراتـب : سبب ترك العمل : تقنين العمل</div>
	- Lecture Four: Legal language and Tenses/ If condition. **Exercises:** Translate the following sentences from English into Arabic: Using dictionary is available. (Text 65) **Contract of Lease** Lessor: Lessee: Mr/Messrs Type of Rented Property and Use: Place of Rented Property: Boundaries of Rented Property: Date of Commencement of Lease: Period of Lease: Rent: Method of Payment: Accessories to Rented Property for the use of the Lessee: In accordance with this Contract signed by us the two parties, and with our consent and agreement, and as detailed above, and in accordance with the following terms and conditions, this Contract has been concluded:

Stage One	Lectures
	Lecture Five:

النص رقم (٢)

رسالة لإكمال الدراسات العليا
في جامعة أجنبية

السيد مدير التسجيل	علي يوسف
جامعة مانشستر	ص . ب ٩٩٥٤
مانشستر M13 9PL	(البلدة / المدينة) (القطر)
مانشستر – المملكة المتحدة	٥ أيار ١٩٩٤

السـادة الأعـزّاء-

أحمل درجة البكالوريوس في التربيّة البدنيّة من جامعة الزقازيق في مصر وأرغب في إكمال دراستي العليا في جامعتكم الموقرة للحصول على درجة الدكتوراه راجياً الأخذ بحين الإعتبار (إن أمكن) أن أبدأ دراستي في الفصل الشتوي الذي يبدأ اعتباراً من ١ أكتوبر ١٩٩٥م.

بانتظار ردكم السريع

المخلـص

علـي يوسـف

- Lecture Six:

In the Name of God the Compassionate the Merciful

Abd al-Aziz
Exchange Bureau
Regional Office
Matar Road Branch
ST....
(City)

Date : 9/7/1410 H
Corresponding to
4 February 1990

Arab Bank Limited
King Faisal Street
(City)

Order of Payment

Pay the bearer: ....

The sum of One Hundred and Sixty Dinars Only

Signed:

Dinar Account No.: 0111/117300 - 6/500

Stage One	Lectures
	- Lecture Seven: المملكة الأردنية الهاشمية **جامعة اليرموك** إستناداً إلى قانون الجامعة وبناءً على تنسيب مجلس كلية التربية والفنون قرر مجلس العمداء منح **درجة البكالوريوس في التربية الإبتدائية** **برنامـــج تأهيـل المعلميـن** مع ما يلازم هذه الدرجة من حقوق وامتيازات منحت في إربد في للهجرة الموافق للميلاد رقم الشهادة ( ) عميد الكلية رئيس الجامعة الشهادة غير معتمدة دون الختم الرسمي
	- Lecture Eight **Pre-Test**.

Stage Two	Lectures
- Started from 30th of April to 31st of May. Four weeks/6 hours for every week.	- Lecture One: **In the Name of God the Compassionate the Merciful** Abd al-Aziz Exchange Bureau Head Office (City) (Country) Branch: Date: **Outgoing Money Draft** Credit the account of.............. address............. the sum specified below: Transaction: Draft Telegraph/Post/Telephone Details: Name and Address of Beneficiary: Receiving Bank: Value in Foreign Currency: Exchange Rate: Value in Local Currency: R H Total............. only. Signature: On Behalf of Abd al-Aziz Exchange Bureau

Stage Two	Lectures
	- Lecture Two: النقابة العامة لأصحاب صالونات الحلاقة للرجال شهادة عضوية تشهد النقابة أن السيد .... من .... يعتبر بموجب هذه الشهادة عضواً في النقابة العامة لأصحاب صالونات الحلاقة للرجال ويحق له ممارسة هذه المهنة بمقتضى النظام الأساسي للنقابة صدرت من مجلس النقابة في .... بتاريخ ٣٠ آب / أغسطس لعام ١٩٨٨م الرئيس
	- Lecture Three: **Ministry of the Interior** **Internal Security Forces Command** **Certificate of Residence** I....., the undersigned, father's name..... mother's name....., born in..... in the year....., hereby confirm that I am currently resident in the city/town/village* of..... quarter..... street..... building..... floor..... No. ..... telephone No. ....., and sign accordingly. Dated / /19
	- Lecture Four: بسم الله الرحمن الرحيم التاريخ : لمن يهمه الأمر أشهد أنا .... صاحب مشغل سامر للحدادة في مدينة .... أن السيد .... يعمل لدينا بالمشغل بمهنة مُعلم حدادة من تاريخ ٩٨٩/٩/٣٠ ولا يزال على رأس عمله حتى تاريخه أعلاه وكان خلال فترة عمله نشيطاً ويتقن عمله بشكل ممتاز وحسن السيرة والسلوك. وبناء على طلبه أعطيت له هذه الشهادة التوقيع صاحب المشغل

Stage Two	Lectures
	- Lecture Five: Ministry of the Interior Department of Civil Status Photograph **Application for Identity Card** Application No.: Code No.: Registrar of the Civil Record........ Governorate..... No. Name: Name of Father and Grandfather: Religion: Family Name: - Sex: Blood Group: Place and Date of Birth: Place and Record No. Mother's Name: Date of Issue: Expiry Date Occupation: Name and Signature of Registrar: Name and Signature of Verifier: No. and Date of Receipt: Place of Work (Government, Diplomatic Corps, Government Establishment, Private Sector): Full Address of Place of Residence: Highest Academic Qualification: Signature of Applicant: Ministry of the Interior Department of Civil Status
	- Lecture Six: (نص رقم ٢) السيد مدير التسجيل أنم عبد الله طلال جامعة ليفربول – ص ب ١٤٧ قسم اللغة الإنجليزية وآدابها/جامعة .... ليفربول إل ٣٦٩ بي إكس (البلدة / المدينة) (القطر) المملكة المتحدة ٣ نيسان ١٩٩٤ **سيدي العزيز:** تلقيت بمزيد من السرور ردكم بخصوص رغبتي في الدراسة الجامعية العليا بجامعتكم الموقرة ويسعدني أن أعيد إليكم استمارة التسجيل الدراسي بعد تعبئتها مرفقاً بها نبذة عن تاريخ حياتي العلمية والعملية. راجيا منكم التفضل بالموافقة على تسجيلي للدراسة اعتبارا من الفصل الدراسي الشتوي لعام ١٩٩٤ وإرسال الموافقة إليّ على عنواني الموضح أعلاه ليتسنى لي مراجعة السفارة البريطانية في .... في موعد مبكر للحصول على تأشيرة الدخول اللازمة. **المخلص**
	- Lecture Seven: **In the Name of God the Compassionate the Merciful** **The Hashemite Kingdom of Jordan** **Yarmouk University** Registration Department Authenticated The Council of Deans in its session No. ..... dated..... AH corresponding to..... has decided to award Mr/Ms. ..... born in..... (town), in..... (year), the degree of Bachelor of Arts/Science in the specialisation..... from the College of..... with an average mark of..... and..... order of merit, achieved at the end of the..... Term of the academic year..... Done in Irbid..... AH corresponding to..... Head of Registration Department:
	- Lecture Eight: **Post-test.**

3.8 Data Collection

Data collection of the current study started from 19th of February 2023 to 31st of May taking around four months. During this period, the data were analyzed.

The data of the current study was obtained via two sources, authentic primary and secondary sources. The authentic primary sources were obtained from the tests results of the (45) students who students enrolled in 4th level English Language Department at Women's College/ Hadhramout University. In addition to the interviews through which the researcher record as much data as she can either by note-taking or by using mobile phone.

The secondary sources of the current study were previous studies and contributions in the field of applying CL method in teaching English as foreign language in general and in teaching translation in particular. Studies that investigated the effect of applying CL on students' performance such as Sadeghi & Ganji (2020), Elfadil (2016) etc. Studies that investigated the effect of applying CL for Translation and Interpreting Classes by Yuliasri (2017), Alhaj & Albahiri (2021), and Yuliasri (2011) etc.

3.9 Data Analysis

Hand coding was used to organize and evaluate all of the data in this study. First, the researcher used a table with three columns: the first column contains the student numbers, and the other two columns provide the pre and posttest scores. After compiling all of the data in the table, the researcher examines the scores of both tests to see if there are any significant differences in the students' performance before and after the experiment.

Second, the researcher transcribed the data gathered during the interview. All of the students' responses were written and then studied and examined to find out about the students' perspectives on CL as a new method and how it affected their performance, attitudes, and skills regarding in general and legal translation in particular.

Chapter Four

Findings and Discussions

Chapter Four

Findings and Discussions

4.1. Introduction

The current study aims at testing the effect of the implementation of CL on improving the performance of 4th level English language students at Women's College/Hadhramout University while translating legal texts. In addition, it aims to investigate the students' perceptions of how CL improve their performance of translating legal texts. Due to the implementation of cooperative learning, the findings of this study are presented in this chapter. This presentation was made in accordance with the study questions and related variables.

Based on the experiment conducted with the 4th level English Language Department students at Women's College/Hadramout University over the course of eight weeks in the first and second semesters of the academic year (2022-2023). This chapter was divided into two parts. The first part answers and discusses the first question of this study. It presents a table of the findings that were obtained from pre and post-test and which was used to compare the results of the two tests for all the participants. The second part answers and discusses the second question of this study by presenting the analysed data of the interviews.

4.2 Findings of the First Question

Below is an illustration of the findings of the first question of the study:

To what extent do CL improve the performance of 4th level English language students at Women's College/Hadhramout University while translating legal texts?

The purpose of the pre-test was to determine how students translated two different legal texts from Arabic into English and vice versa. The researcher focused on features of sentence structure and how natural the target language is, grammar, and rendering of source content or ideas in the target text when evaluating the quality of their translation. The results show that students have problems in translating the content of the source text to the target text, and the majority of their sentences are not appropriate either with regard to the principles of writing, nor to the sentence structure in the target language.

Although they were able to translate the short and simple sentences to the target language adequately, they failed in rendering the meaning of complicated sentences and those related to subject matters that they were not familiar with

The post-test results showed that the students' performance had improved in comparison to the pre-test results. In the post-test, compared to the pre-test, the students' translations of two different legal texts from Arabic into English and vice versa demonstrated greater accuracy. This improvement includes students' ability to translate the content from the source texts to target texts, but the style of the language was still not natural in the target language. This was clear because of students' need for more practice and training when translating legal texts which would make their translation more natural in the target language.

Table (1) below shows the students' results before and after the implementation of the experiment.

Table (4.1): Results of Pre and Post-tests

Students	Pre-test	Grade	Post-test	Grade
Student1	86	Very good	100	Excellent
Student2	58	Satisfactory	70	Good
Student3	74	Good	40	Fail
Student4	80	Very good	99	Excellent
Student5	66	Good	99.5	Excellent
Student6	70	Good	79	Good
Student7	84	Very good	99.5	Excellent
Student8	82	Very good	90	Excellent
Student9	84	Very good	99.5	Excellent
Student10	80	Very good	98	Excellent
Student11	64	Satisfactory	80	Very good
Student12	62	Satisfactory	82	Very good
Student13	72	Good	99	Excellent
Student14	52	Satisfactory	83	Very good
Student15	70	Good	89.5	Very good
Student16	72	Good	77	Good
Student17	74	Good	96.5	Excellent
Student18	86	Very good	99.5	Excellent
Student19	60	Satisfactory	90.5	Excellent
Student20	70	Good	92	Excellent
Student21	88	Very good	99	Excellent

Students	Pre-test	Grade	Post-test	Grade
Student22	96	Excellent	99.5	Excellent
Student23	82	Very good	99.5	Excellent
Student24	72	Good	95	Excellent
Student25	70	Good	86	Very good
Student26	90	Excellent	99	Excellent
Student27	68	Good	76	Good
Student28	88	Very good	89	Very good
Student29	90	Excellent	99	Excellent
Student30	97	Excellent	84	Very good
Student31	94	Excellent	100	Excellent
Student32	90	Excellent	89	Very good
Student33	90	Excellent	97	Excellent
Student34	94	Excellent	98.5	Excellent
Student35	78	Good	98	Excellent
Student36	84	Very good	97	Excellent
Student37	92	Excellent	99	Excellent
Student38	80	Very good	89	Very good
Student39	96	Excellent	100	Excellent
Student40	98	Excellent	99	Excellent
Student41	86	Very good	98	Excellent
Student42	76	Good	96	Excellent
Student43	86	Very good	90	Excellent
Student44	82	Very good	69	Good
Student45	89	Very good	92	Excellent
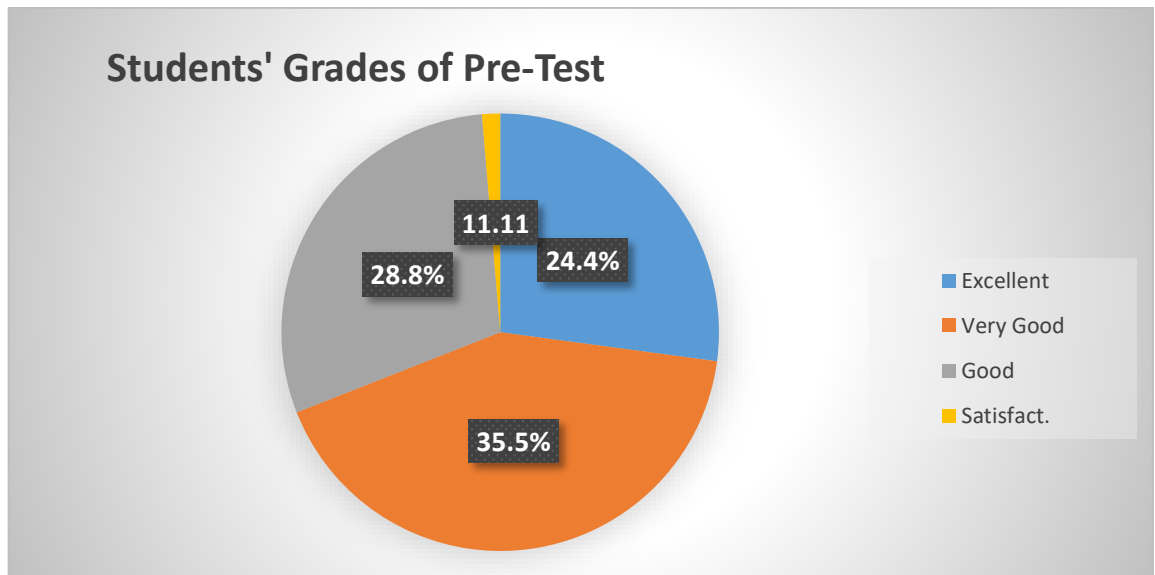
Chart (4.1): Students' Grades of Pre-Test
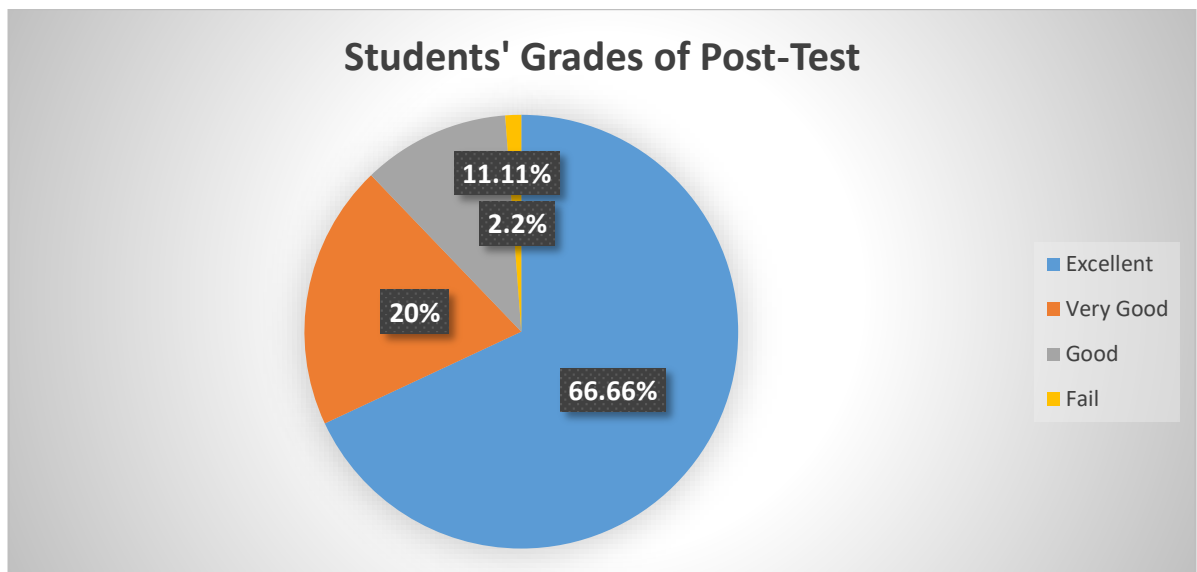
Chart (4.2): Students' Grades of post-Test

So based on the results shown in Table (1) and Charts (1) and (2), it is demonstrated that the experiment had a definite effect on the students' performance. As it was shown, the percentages between the pre and post testing clearly varied. In the pre-test, as illustrates in Table (1), the majority of the students, 16 out of 45, had got very good with the percentage of (35.5%). This is followed by good grade, which 13 students out of 45 with a percentage of (28.8%). Then comes the Excellent grade for 11 students, and Satisfactory for 5 students with the percentages of (24.4%) and (11.11%), respectively.

Table (4.2): Pre-test percentages

Grades	F	Percentages
- Excellent	11	24.4%
- Very Good	16	35.5%
- Good	13	28.8%
- Satisfactory	5	11.11%
Total	45	100%

On the other hand, in the post-test, as illustrated in Table (3), the majority of the students, 30 out of 45, had got Excellent grade with the percentage of (66.66%). This is followed by Very Good for 9 students, Good for 5 students, and Fail for only 1 student, with percentages of (20%), (11.11%), and (2.2%), respectively.

It is worth noting that the researcher was compelled to incorporate her experiment into the regular curriculum of the 4th level class as a core subject. This decision was made based on the advice of the college's Dean, who believed that students would take the experiment more seriously if it was treated as a primary component of their course.

Based on the researcher's observation, the only reason why one student failed the post-test was her understanding that the implementation of CL method was just for experimental purposes and not part of her overall yearly results. Consequently, she only wrote her name on the test and did not attempt to answer any of the questions.

Table (4.3): post-test percentages

Grades	F	Percentages
- Excellent	30	66.66%
- Very Good	9	20%
- Good	5	11.11%
- Fail	1	2.2%
Total	45	100%

The results that were showed in the tables and charts answered the first question of this study, which preferred CL as a powerful instructional method to improve the students' performance while translating legal texts. The implementation of CL gave better results to

students' translation skill than lecturer's technique which relies on the teacher as a center. In addition to enhance students' cooperation in terms of positive interdependence, and equal participation, CL improves students' translation skills where they were able to construct a consistent translation that included the most appropriate equivalences for the target language. Many students performed excellently on the translation test. This occurs because, in collaborative translation, students could cooperate and learn together to translate expressions that they were having difficulty with. Therefore, they became conscious of their own shortcomings and worked together to improve themselves.

The following are examples of the translations of one of the participants in the **pre-test** followed by the translation of the same participant in the **post-test:**

Pre-test: Text1

<div dir="rtl">

المملكة الأردنية الهاشمية

جامعة اليرموك

استناداً إلى قانون الجامعة وبناءً على تنسيب مجلس الدراسات العليا

قرر مجلس العمداء منح

الدبلوم العالي

مع ما يلازم هذه الدرجة من حقوق وامتيازات

</div>

<div dir="rtl">

الهجرة الموافق	منحت في إربد
	الميلادي
عميد البحث العلمي والدراسات العليا	رقم الشهادة ( )
	رئيس الجامعة

الشهادة غير معتمدة دون الختم الرسمي.

</div>

Translation 1:

<center>Kingdom of Hashemite of Jordon</center>

<center>Yarmouk University</center>

<center>According to the university Law and in the recommendence of the college of higher</center>

<center>Education Council</center>

<center>The deans council decided to award</center>

<center>--</center>

<center>Higher Diploma</center>

<center>With all the rights and privileges of this degree.</center>

<center>Awarded in Irbid in……. H   A.D</center>

<center>Certificate Number ( )   Dean of the college   The president of the University</center>

<center>The Certificate not accepted without the official stamp.</center>

Back Translation:

<center>The Hashemite Kingdom of Jordon</center>

<center>**Yarmouk University**</center>

<center>In accordance with the University Statute and at the Recommendation of the Council</center>

<center>of Higher Education, The Council of Deans has decided to award</center>

<center>--</center>

<center>Higher Diploma</center>

<center>With all the rights and privileges which are associated with this diploma.</center>

<center>Awarded in Irbid on……. AH corresponding to ……………</center>

No. of Certificate: ( )   Dean of Scientific Research and

Higher Education: The president of the University:

<center>The Certificate is not valid without the official stamp.</center>

Post-test: Text1

المملكة الأردنية الهاشمية

جامعة اليرموك

استناداً إلى قانون الجامعة وبناءً على تنسيب مجلس كلية التربية والفنون

قرر مجلس العمداء منح --

درجة البكالوريوس في التربية الابتدائية

برنامج تأهيل المعلمين

مع ما يلازم هذه الدرجة من حقوق وامتيازات

منحت في إربد   الهجرة الموافق

الميلادي

رقم الشهادة ( )   عميد البحث العلمي والدراسات العليا

رئيس الجامعة

الشهادة غير معتمدة دون الختم الرسمي.

Translation1:

The Hashemite Kingdom of Jordon

Yarmouk University

In accordance with the University Statute and at the recommendation of the College

of Education and Arts Council

The Deans Council has decided to award

Bachelor Degree in Primary Education

Teachers Qualification Program

With all the rights and privileges which are associated with this diploma.

Awarded in Irbid on……. AH corresponding to ……………

No. of Certificate: ( )   Dean of Scientific Research and

Higher Education: The president of the University:

The Certificate is not valid without the official stamp.

Back Translation:

The Hashemite Kingdom of Jordon

Yarmouk University

In accordance with the University Statute and at the Recommendation of the

Collegium of the College of Education and Arts, The Council of Deans has decided to

award

Degree of Bachelor of Arts in Primary Education

Teachers Accreditation Program

With all the rights and privileges which are associated with this diploma.

Awarded in Irbid on……. AH corresponding to ……………

No. of Certificate: ( )   Dean of Scientific Research and Higher

Education: The president of the University:

The Certificate is not valid without the official stamp.

Pre-test: Text 2:

Ministry of Justice

(Notary Public Office)

Power of Attorney

Private No.

Public No.

On this _____ day the _____ day of the month of_____ in the year one thousand

four hundred and _____AH corresponding to the _____ day of the month of ____ in

the year one thousand nine hundred and___, I_____, the Notary Public____, in my

Official Office within the Court of _____, had before me Mr.____, who requested

that I draw up for him a document stating that Mr._____, had assigned power of

attorney to Mr._____ to request him in proceedings at law, defense, trial and litigation

in every lawsuit which has arisen or will arise between him and_____.

Translation 1:

<div dir="rtl">

وزارة العدل

مكتب كاتب العدل

تفويض

رقم خصوصي:

رقم عام:

يوم..... الواقع في اليوم....... من شهر........ لسنة ألف وأربعمائة و.......... هجرية الموافق لليوم..... من شهر ..... لسنة..... ميلادية........ كاتب العدل في....... بدائرتي الرسمية........ في مكتبي الرسمي في محكمة..............كان أمامي واقفا السيد..... الذي طلب مني تخطيط وثيقة تثبت أن السيد.......قد وقع تفويض للسيد......... لطلبه في الإجراءات القانونية والدفاع والمحاكمة والتقاضي في كل دعوى قضائية نشأت أو ستنشأ بينه وبين............

</div>

Back Translation:

<div dir="rtl">

وزارة العدل

دائرة كاتب العدل

سند توكيل

رقم خصوصي:

رقم عمومي:

إنه في يوم............ الواقع في الشهر لسنة ألف وأربعمائة و.......... هجرية الموافق لليوم..... من شهر ..... لسنة ألف وتسعمائة و................ ميلادية. حضر لدي، أنا .... كاتب العدل في................دائرتي الرسمية الكائنة ضمن محكمة .... وطلب إلي تحرير سنداً له يتضمن بأنه قد وكل عنه السيد................ لينوب عنه بالمرافعة والمدافعة والمحاكمة والمخاصمة في كل دعوى تكونت أو ستتكون بينه وبين...........

</div>

Post-test. Text2:

<div align="center">Ministry of Justice

Bail Bond</div>

On this _____ day the _____ day of the month of_____ in the year one thousand
four hundred and _____AH corresponding to the _____ day of the month of _____
in the year one thousand nine hundred and____, I_____, the Notary Public_____, in
my Official Office within the Court of _____, had before me Mr._____, from the
town of_____, known to me or whose identify was attested to me Mr._____ who
requested that I draw up for him a bound containing the following.

Translation1:

<div align="center">وزارة العدل

سند كفالة</div>

إنه في يوم...................... الواقع في اليوم..................... من شهر..................... لسنة
ألف وأربعمائة و................ هجرية، الموافق لليوم...................... من شهر................ لسنة
ألف وتسعمائة و.................. ميلادية................، حضر أمامي أنا.......... كاتب العدل، في
دائرتي الرسمية الواقعة ضمن محكمة............ من بلدة، المعروف لدي والذي أُثبتت هويته
لدي، السيد....................... يطلب مني تحرير سند كفالة له يتضمن الآتي:

Back Translation:

<div align="center">وزارة العدل

سند كفالة</div>

في يوم...................... الواقع في اليوم..................... من شهر..................... لسنة ألف
وأربعمائة و................ هجرية، الموافق لليوم...................... من شهر................ لسنة ألف
وتسعمائة و.................. ميلادية................، حضر لدي، أنا.......... كاتب العدل، في دائرتي
الرسمية الواقعة ضمن محكمة............من أهالي................ المعروف لدي أو
بتعريف................ يطلب إلي أن أنظم له سند يتضمن الآتي.

As is evident, the participant's translation abilities were enhanced in terms of the writing
style of legal texts, the rendering of the message, the use of capital letters in the important words,
etc. This is due to the implementation of CL, which gives the participants a chance for training
translation and benefits from the discussions with their colleagues.

This result goes along with what Yuliasri (2011) has proven in his study, which concluded that there is a positive effect of the implementation of CL techniques on the students' translation skills in terms of diction, grammar, and rendering messages of source text. The results of his participants were higher in the post-test than in the pre-test. Both Alhaj & Albahiri (2021) reached to the same conclusion when they applied Cooperative Work Procedure on teaching translation courses to students of translation at King Khalid University. They claim that collaborative learning is beneficial for learning since it offers students more knowledge to work with in groups and allows them to obtain feedback from each other. As the current study, in the study of Adlan et al (2019) students who were taught by using collaborative learning got higher scores than those who are not. Moreover, they were interested during the learning process as they were working together in one team. The results of the study that conducted by Fitriyaha and Fauzib (2020), showed that the implementation of CL improved students' learning ethos and the quality of their translation between Arabic-Indonesia languages.

As can be shown, all previous studies, besides the current study, indicate that the implementation of collaborative learning in translation teaching has enhanced students' translation abilities.

4.3 Findings of the Second Question of the Study

Below is an illustration of the findings of the second question: **To what extent do the participants notice any improvements or changes in their translation skills and in the quality of their legal translation when implementing cooperative learning?**

To validate the post-test results, the researcher interviewed five of the participants to obtain their thoughts on the application of CL in teaching translation and how it enhances their skills. They were asked to answer the following three interview questions which are relevant to second question of the study:

1. What do you think about teaching by using CL method?
2. Which method did you find more interesting and motivating: CL method or traditional method?
3. To what extent has your translation skills improved after the implementation of CL method?

The participants responded that CL method helped them and made the translation easier because they were able to share various thoughts, viewpoints, and experiences with their teammates. The analysis of their responses showed that the participants preferred teamwork.

Most of them chose the aim of working together when asked what method they preferred more for studying translation. The participants stated that they were satisfied with the CL as unique method of study, which helps them to understand and analyze source text (ST) thoroughly before translating it by discussing it with one another. Although the participants are satisfied with the positive effects of cooperative learning, they find it difficult to form pleasant relationships with their classmates. The participants showed a positive attitude towards the ability to share ideas with one another, and they found it more interesting and more enjoyable to work together.

Nonetheless, the negative feedbacks mainly revolved around the disorderliness and the absence of engagement and collaboration. Participants noted that the class was noisier during cooperative learning, and this was the aspect of CL that they disliked. Additionally, all participants concurred that certain individuals did not actively participate in discussions and debates, making group work a challenging task.

According to the researcher's point of view, these negative sides appeared because of some reasons. In the context of the current experiment, the significant issue was the high number of students in a single class. This compelled the researcher to place seven, and in some cases, eight students in one group, resulting in a total of seven groups, each comprising seven to eight female students. While, the ideal group size for CL implementation should have been a maximum of four to six female students per group. Consequently, managing this relatively large number of students within the classroom was challenging. In addition to the classroom environment which posed challenges to the researcher's ability to conduct the experiment as desired. Creating groups was difficult for the students due to the difficulty in moving the chairs. Consequently, one or two students were compelled to work while standing, as they couldn't find suitable seating arrangements. Furthermore, the frequent power outages that happened during periods of high temperatures which left the students feeling fatigued, frustrated, upset, and uninterested in continuing their group work. As a result, they often engaged in side conversations, causing inconvenience to the rest.

Below are the answers of the three interview questions of the study:

Student A said "I really enjoyed the CL method. It was interesting, and I was not bored when working in groups. Rather, I was fully involved in the translation, feeling excited, and I was doing my best to make our groups' translation the best as much as it could be. In terms of improving my translation skills, I think I learnt a lot from my group colleagues and attempted to

research and study more about legal translation procedures so that I could be an active member in the group."

The new method makes **Student B** loves translation because it expanded her knowledge of the art of translating legal texts. She said that "The lectures make us feel fun and we were interested and more active during the translation discussion. Furthermore, this is the first time we have received real translation training within the lectures, as all of our previous lectures were explanations with no application. In terms of improving my translation skills, the CL method has been considerably more beneficial for me than the conventional one, because it gives me the chance to edit and review the translation work of my colleagues within the same group. which makes me more aware of the correct way of writing legal sentences. But I consider group work excessively noisy, which makes me somehow feel confused."

Student C found CL method more inspired for her and it altered her perspective on translation. She was interested in all lectures, and enjoyed the group work method, especially when the students were divided into groups based on their individual peculiarities. According to her opinion what makes this method improved them more was the different levels of students in the group; as each group was made up of the excellent students, the good ones, and the weak students. Moreover, each of them helped the other, therefore they get benefit from each other which improved their performance in translating legal texts.

Student D struggled to connect with her classmates and was self-conscious about her low grade. But, as time passed, she found that she was gradually improving and getting along with them, and she even began to enjoy herself because her classmates were continuously motivating her. Therefore, by the end of the training term, she was able to translate just like her colleagues.

Student E was the leader of her group, she liked using CL method, but she was angry because " Some participants do not play any role in the discussion." On her opinion this thing made the group work a very difficult task. She therefore chose to work alone or with another group where she could actively collaborate.

Therefore, it can be concluded that students generally responded positively to CL as they feel motivated, excited, interested, and having made more progress and comprehension. in addition to the clear improvement in their skills and performance while translating legal texts.

Yuliasri (2011) concluded the same results when he conducted interviews with the participants of his study. As their responses indicate that they make significant progress in translation because of the utilization of cooperative learning. In their study, Alhaj and Albahiri

(2021) used a questionnaire rather than an interview. However, the participants had to talk about their opinions on the implementation of cooperative learning. Most of the participants' answers showed that they preferred working in groups better than working independently.

4.4 Summary

In this chapter, the researcher answers the two questions of the current study. In other words, the results of the experiment revealed that the implementation of CL in teaching translation helps students to get better scores than before. CL allows them to discuss, share ideas and negotiate their translation so that they became aware of the appropriate translation in legal texts. Moreover, the students preferred using CL because they were interested and motivated when they were working together. In addition, they got better understanding of translating legal texts. The results of the present study show that the implementation of CL has improved the performance of students while translating legal texts.

Chapter Five

Conclusion and Recommendation

Chapter Five

Conclusion and Recommendation

5.1 Introduction

This chapter presents the conclusions of the current study with regard to the questions of the study. It includes an overview of the study with regard to the objectives of the study. Importantly, it highlights the conclusion and present the specific contributions of the current study which focuses on the effect of the implementation of CL as a new method on the students' performance while translating legal texts. Furthermore, it provides some recommendations for those who have relation with the issue of the current study.

5. 3 Conclusion

Having carried out this study, there are a number of conclusions that were reached at and are given in this final chapter of the study. The present study is on the effect of CL in improving the performance of 4th level English language students at Women's College/Hadhramout University while translating legal texts.

Following a thorough examination of the data collected from the study instruments, and based on the discussion of the findings, the following conclusions have been reached at:

Regarding the first objective that is related to the effect of applying CL in improving students' performance while translating legal texts, the data obtained from the first instrument of the current study is collected and put in a table which contains the results of the students' pre and post-tests. It is noticed the level of students and their skills in legal translation were positively affected after applying the CL approach. Following the experiment, 13 students raised their results from very good to excellent, 9 students raised their results from good to very good and excellent, and 5 students raised their results from satisfactory to good, very good, and excellent. Therefore, the findings of the current study indicate that there is a positive relationship between the implementation of CL and improving students' performance while translating legal texts.

To achieve the second objective, the researcher analyzed the data of the second instrument of the study and finds out that the participants felt satisfied by elevating their progress through practices and they were learning from each other within the group. Consequently, the participants felt enjoyed and interested when they were working together more than being listening and getting information from normal lectures. They sensed the competition and excitement, and each lecture provided a new opportunity for them to improve themselves in translating legal texts.

Further, it was found that, CL has positive effects on the students' performance and it has improved their translation skills and quality. Besides, the participants give positive responses towards CL as it helps them to make the translation of legal texts easier for them.

In addition to what mentioned above, the following major conclusions are found:

1. CL had a positive effect on the performance of students while translating legal texts.
2. The incorporation of CL resulted in students deriving enjoyment from collaborating with their peers while translating legal texts.
3. CL approach increased students' achievement in translating legal texts.
4. The positive effect of the implementing of CL approach was not only confined to students' performance, but also visibly affected their level of interpersonal connection and drive them to produce the best potential outcomes.
5. The CL technique helped students understand their strengths and shortcomings, which increased their sense of responsibility to work harder to catch up to the rest of their group mates while translating legal texts.
6. Although the implementation of CL improved students' performance when translating legal texts, both practicing and training had an obvious effect on their translation proficiency.
7. The motivation played a potential role in the learning process and made a noticeable effect on the students' performance while translating legal texts.
8. The students learned how to be a part in the learning process while translating in groups.
9. The students adapted with the activities of CL quickly as a matter of a great chance which happened to them.
10. All students became active in the class and seize their opportunities to share, discuss, and give their opinions during the translation process.
11. The students had positive responses towards the questions of the interview which reflected their positive attitudes towards the CL method.

5.4 Recommendations of the Study

Based on the results of the current study, the researcher presents some recommendations for each of Ministry of Higher Education and Scientific Research, Collegium Council, lecturers, and students. Besides, further researches on the issues of the study can be taken in consideration.

5.4.1 Recommendations for Ministry of Higher Education and Scientific Research

The Ministry of Higher Education and Scientific Research are recommended:

1. start teaching translation after completing high school studies in separate classes offered to students wishing to enroll in the English Department.
2. make plans that aims to teach translation as a main subject to the students from the first level to the fourth level in the college.
3. modify the translation subjects to encompass both theoretical and practical elements of translation, rather than just focusing on the theoretical aspects.
4. give students an opportunity to engage in the practical field of translation by coordinating with translation offices or other bodies involved in translation work.
5. educate translation instructors in contemporary methodologies like CL through specialized instructional programs.

5.4.2 Recommendations for Collegium Council

Collegium Council is recommended:

1. give lecturers opportunity to apply and practice new methods that can improve students' performance in translation studies.
2. provide lecturers with the required materials that can help them to apply new teaching methods.
3. make special classes that equipped with all the instruments and devices- like the internet- that can help lecturers and students to better practice translation methods and strategies.
4. encourage the good relationships between lecturers and students.
5. gain benefits from the results of the studies which have been conducted in the universities whether they were positive or negative.
6. ask students about their opinions towards any method they preferred and taking their opinions into consideration.

5.4.3 Recommendations for Lecturers

Lecturers are recommended:

1. be knowledgeable about the newest teaching methods which might be useful and should be involved in their teaching method.
2. join the workshops that conducted in the most effective methods of teaching translation.
3. encourage students to interact with the activities of CL and take their role as leader, speaker, writer…etc. in the task.
4. encourage the desire of cooperation and competition at the same time among students by inserting enjoyment in the teaching process.
5. match their teaching method with what students need and prefer.

5.4.4 Recommendations for Students

Students are recommended:

1. accept any new method that have focused on the students-centered approaches such as CL rather than teachers-centered approaches.
2. interact effectively with their classmates and take their roles as leaders, speakers, writer…etc. and not depend only on others to complete the task.
3. share their ideas, experience, and knowledge with their colleagues within the group.
4. accept the good relationships with their teachers with regard to the learning process.
5. assist their teachers in getting the most out of the learning experience.

5.4.5 Recommendations for Further Research

Although this study has discussed CL as an approach that can improve students' performance in translating legal texts, it has thrown up many questions which are in need of further investigation. The following paragraphs suggest a number of the most important recommendations and issues for future research.

1. In this study, CL method had only been applied for 6 weeks and then students were assessed, so this study merely scratched the surface of the benefits of this method. Therefore, further studies can implement CL method for the majority of the academic year and investigate its effects on students' performance.
2. As there are different strategies for applying CL, these strategies can be other aspects that merits further study and researchers can examine which one of them improve students' achievement more than others.

3. This study focuses only on one of the translation fields (Legal translation). Other studies could be expanded to include other fields such as scientific, medical, translation of media…etc.

4. The current study used the same participants before and after the implementation of cooperative learning. Further studies can employ two groups (experimental and control) with a higher number of participants.

5. The current study is limited to Women's College students as a sample. Further studies could take other colleges in which both males and females can be in the sample to examine if gender has any effect in applying cooperative learning.

6. This study investigates the attitudes of students towards the implementation of cooperative learning. Further researches can investigate teachers' attitudes towards the implementation of cooperative learning.

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The Procedures of the Study

Plan of the Application

Stage One	Lectures
	- Lecture one: Introduction to Legal Translation its language style and terms. **Exercises:** Translate the following sentences from English into Arabic: Using dictionary is available: 6. The Court shall appoint an advocate for the accused un the criminal case. 7. Lawyering is a craft that takes long time to become proficient. 8. Based on the will, the estate has been divided between the wife and her daughter. 9. The Tenant shall forthwith notify the Landlord. 10. The Company may terminate this Employment Agreement in following cases.
- Started on 19th of February to 23 of March. Four weeks/6 hours for every week.	
	- Lecture Two: Strategies of Legal translation. **Exercises:** Translate the following sentences from English into Arabic: Using dictionary is available:

Stage One	Lectures
	  Contract for the Employment of Non-Saudis Issued by Royal Decree No. M/25 dated 6/4/1395 AH - Lecture Three: Using of **shall—must--may**, between English and Arabic. **Exercises**: Translate the following sentences from English into Arabic: Using dictionary is available. مشروع خط حديد العقبة ص.ب ١٣٠ العقبة – الأردن **شهادة خدمة** الإســــــــــم : الرقــــــــم : المهنـــــــة : معلم بناء تاريـخ الإلتحاق : تاريـخ الإنتهاء : مكــــان العمـل : موقع حسوة مستـوى العمـل : جيد الســـــلوك : جيد رقم جواز السفـر : مقـدار الراتـب : سبب ترك العمل : تقنين العمل

Stage One	Lectures
	- Lecture Four: Legal language and Tenses/ If condition.

Exercises:

Translate the following sentences from English into Arabic: Using dictionary is available.

(Text 65)

Contract of Lease

Lessor:
Lessee: Mr/Messrs
Type of Rented Property and Use:
Place of Rented Property:
Boundaries of Rented Property:
Date of Commencement of Lease:
Period of Lease:
Rent:
Method of Payment:
Accessories to Rented Property for the use of the Lessee:

In accordance with this Contract signed by us the two parties, and with our consent and agreement, and as detailed above, and in accordance with the following terms and conditions, this Contract has been concluded: |
| | Lecture Five:

النص رقم (٢)

رسالة لإكمال الدراسات العليا
في جامعة أجنبية

السيد مدير التسجيل   علي يوسف
جامعة مانشستر   ص .ب ٩٩٥٤
مانشستر M13 9PL   (البلدة / المدينة) (القطر)
مانشستر – المملكة المتحدة   ٥ أيار ١٩٩٤

الــــــادة الأعــزّاء:

أحمل درجة البكالوريوس في التربية البدنية من جامعة الزقازيق في مصر وأرغب في إكمال دراستي العليا في جامعتكم الموقرة للحصول على درجة الدكتوراه راجياً الأخذ بعين الاعتبار (إن أمكن) أن أبدأ دراستي في الفصل الشتوي الذي يبدأ اعتباراً من ١ أكتوبر ١٩٩٥م.

بانتظار وتكم السريع

المخلــص

علــي يوســف |

Stage One	Lectures
	- Lecture Six: In the Name of God the Compassionate the Merciful Abd al-Aziz Exchange Bureau Regional Office Date : 9/7/1410 H Matar Road Branch Corresponding to ST.... 4 February 1990 (City) Arab Bank Limited King Faisal Street (City) **Order of Payment** Pay the bearer: .... The sum of One Hundred and Sixty Dinars Only Signed: Dinar Account No.: 0111/117300 - 6/500
	- Lecture Seven: المملكة الأردنية الهاشمية **جامعة اليرموك** إستناداً إلى قانون الجامعة وبناءً على تنسيب مجلس كلية التربية والفنون قرر مجلس العمداء منح **درجة البكالوريوس في التربية الإبتدائية** **برنامج تأهيل المعلمين:** مع ما يلازم هذه الدرجة من حقوق وامتيازات منحت في إربد في لليجرة الوافق للميلاد رقم الشهادة ( ) عميد الكلية رئيس الجامعة الشهادة غير معتمدة دون الخاتم الرسمي
	- Lecture Eight **Pre-Test**.

Stage One	Lectures
Stage Two	**Lectures**
- Started from 30th of April to 31st of May. Four weeks/6 hours for every week.	- Lecture One: In the Name of God the Compassionate the Merciful Abd al-Aziz Exchange Bureau Head Office (City) (Country) Branch: Date: **Outgoing Money Draft** Credit the account of............... address............. the sum specified below: Transaction: Draft Telegraph/Post/Telephone Details: Name and Address of Beneficiary: Receiving Bank: Value in Foreign Currency: Exchange Rate: Value in Local Currency: R H Total............. only. Signature: On Behalf of Abd al-Aziz Exchange Bureau - Lecture Two: النقابة العامة لأصحاب صالونات الحلاقة للرجال **شهادة عضوية** تشهد النقابة أن السيد .... من .... يعتبر بموجب هذه الشهادة عضواً في النقابة العامة لأصحاب صالونات الحلاقة للرجال ويحق له ممارسة هذه المهنة بمقتضى النظام الأساسي للنقابة صدرت من مجلس النقابة في .... بتاريخ ٣٠ آب / أغسطس لعام ١٩٨٨م الرئيس

Stage One	Lectures
	- Lecture Three: **Ministry of the Interior** **Internal Security Forces Command** **Certificate of Residence** I....., the undersigned, father's name..... mother's name...., born in..... in the year....., hereby confirm that I am currently resident in the city/town/village* of.... quarter..... street..... building..... floor..... No. ..... telephone No. ....., and sign accordingly. Dated / /19
	- Lecture Four:
	- Lecture Five: Ministry of the Interior Department of Civil Status Photograph **Application for Identity Card** Application No.: Code No.: Registrar of the Civil Record....... Governorate..... No. Name: Name of Father and Grandfather: Religion: Family Name: - Sex: Blood Group: Place and Date of Birth: Place and Record No. Mother's Name: Date of Issue: Expiry Date Occupation: Name and Signature of Registrar: Name and Signature of Verifier: No. and Date of Receipt: Place of Work (Government, Diplomatic Corps, Government Establishment, Private Sector): Full Address of Place of Residence: Highest Academic Qualification: Signature of Applicant: Ministry of the Interior Department of Civil Status

Stage One	Lectures
	- Lecture Six: الحن رقم (١) السيد مدير التسجيل ... أدم عبد الله طلال جامعة ليفربول – ص.ب ١٤٧ ... قسم اللغة الإنجليزية وأدابها/جامعة .... ليفربول إل ٣٦٩ بي إكس ... (البلد / المدينة) (القطر) المملكة المتحدة ... ٣ نيسان ١٩٩٤ **سيدي العزيز:** تلقيت بمزيد من السرور زكم بخصوص رغبتي في الدراسة الجامعية العليا بجامعتكم الموقرة ويسعدني أن أعيد إليكم استمارة التسجيل الدراسي بعد تعبئتها مرفقاً بها نبذة عن تاريخ حياتي العلمية والعملية. راجياً منكم التفضل بالموافقة على تسجيلي للدراسة اعتباراً من الفصل الدراسي الشتوي لعام ١٩٩٤ وإرسال الموافقة إليّ على عنواني الموضح أعلاه ليتمنّى لي مراجعة السفارة البريطانية في .... في موعد مبكر للحصول على تأشيرة الدخول اللازمة. **المخلص**
	- Lecture Seven: **In the Name of God the Compassionate the Merciful** **The Hashemite Kingdom of Jordan** **Yarmouk University** Registration Department Authenticated The Council of Deans in its session No. ..... dated..... AH corresponding to..... has decided to award Mr/Ms. ...... born in..... (town), in..... (year), the degree of Bachelor of Arts/Science in the specialisation..... from the College of..... with an average mark of..... and..... order of merit, achieved at the end of the..... Term of the academic year..... Done in Irbid..... AH corresponding to..... Head of Registration Department:
	- Lecture Eight: **Post-test.**

Appendix B

Name_____   Time: 60 minutes.

<u>Pre-test</u>

Q1. Translate the following text into English:

المملكة الأردنية الهاشمية

جامعة اليرموك

استناداً إلى قانون الجامعة وبناءً على تنسيب مجلس الدراسات العليا

قرر مجلس العمداء منح

الدبلوم العالي

مع ما يلازم هذه الدرجة من حقوق وامتيازات

الميلادي	الهجرة الموافق	منحت في إربد
رئيس	عميد البحث العلمي والدراسات العليا الجامعة	رقم الشهادة ( )

الشهادة غير معتمدة دون الختم الرسمي.

Q2. Translate the following into Arabic

Ministry of Justice

(Notary Public Office)

Power of Attorney

Private No.

Public No.

On this _____ day the _____ day of the month of_____ in the year one thousand four hundred and _____AH corresponding to the _____ day of the month of _____ in the year one thousand nine hundred and____, I_____, the Notary Public_____, in my Official Office within

the Court of _____, had before me Mr.____, who requested that I draw up for him a document stating that Mr._____, had assigned power of attorney to Mr._____ to request him in proceedings at law, defense, trial and litigation in every lawsuit which has arisen or will arise between him and_____.

Appendix C

<u>Post-test</u>

Q1. Translate the following text into English:

<div dir="rtl">

المملكة الأردنية الهاشمية

جامعة اليرموك

استناداً إلى قانون الجامعة وبناءً على تنسيب مجلس كلية التربية والفنون

قرر مجلس العمداء منح

درجة البكالوريوس في التربية الابتدائية

برنامج تأهيل المعلمين

مع ما يلازم هذه الدرجة من حقوق وامتيازات

منحت في إربد   الهجرة الموافق

الميلادي

رقم الشهادة ( )   عميد البحث العلمي والدراسات العليا   رئيس

الجامعة

الشهادة غير معتمدة دون الختم الرسمي.

</div>

Q2. Translate the following into Arabic

<div align="center">

Ministry of Justice

Bail Bond

</div>

On this _____ day the _____ day of the month of_____ in the year one thousand four hundred and _____AH corresponding to the _____ day of the month of _____ in the year one thousand nine hundred and____, I_____, the Notary Public_____, in my Official Office within the Court of _____, had before me Mr._____, from the town of_____, known to me or whose

identify was attested to me Mr.____ who requested that I draw up for him a bound containing the following.

Q3. Translate the following into English:

<div dir="rtl">

عقد توظيف

أنه في يوم ١١/٤/١٣٩٦ هـ الموافق ٦/٤/١٩٦٧ تم التعاقد بين كلاً من

أولاً- وزارة الإعلام.

المشار إليها فيما بعد بـ "الوزارة".

ثانياً- السيد:......

المشار إليه فيما بعد بـ"المتعاقد".

مادة ١:

- يباشر المتعاقد واجبات وظيفة سكرتير لغات أجنبية في مقر الوزارة أو فروعها.

</div>

Appendix D

Interview Questions

4. What do you think about teaching by using CL method?
5. Which method did you find more interesting and motivating: CL method or traditional method?
6. To what extent has your translation skills improved after the implementation of CL method?

Appendix (E)

A letter of permission to conduct the study at Hadhramout University/ Women's College.

الملخص

هدفت هذه الدراسة إلى معرفة أثر التعلم التعاوني في تحسين أداء طالبات المستوى الرابع في قسم اللغة الإنجليزية بكلية البنات/جامعة حضرموت أثناء ترجمتهن للنصوص القانونية. حيث سعت الدراسة إلى تحقيق هدفين رئيسيين يتمثل أولهما في معرفة مدى تأثير تطبيق التعلم التعاوني على تحسين أداء الطالبات، في حين يتطرق ثانيهما إلى دراسة طبيعة تصور الطالبات أثر التعلم التعاوني في تحسين أدائهن أثناء ترجمتهن للنصوص القانونية. وقد اعتمدت الدراسة استخدام المنهج الشبه التجريبي، حيث شملت عينة الدراسة (٤٥) طالبة من مجتمع أولي يتكون من (٥١) طالبة. وتم استخدام الباحثة من الأدوات البحثية لجمع البيانات تمثل في: الاختبارات القبلية والبعدية، بالإضافة إلى استخدام المقابلات الشخصية.

أظهرت النتائج، أن تطبيق التعلم التعاوني قد حسن مهارة الترجمة لدى الطالبات بشكل عام، بالإضافة إلى تحسين جودة ترجمتهن للنصوص القانونية بشكل خاص مقارنة بالأسلوب التقليدي. علاوة على ذلك، أظهرت نتائج المقابلات أن الطالبات قد استجبن عمومًا بشكل إيجابي للتعلم التعاوني. كما عبرن عن مشاعر التحفيز والإثارة والاهتمام مع الشعور بأنهن حققن تقدمًا ملحوظًا فهماً أعمقاً لاستراتيجيات الترجمة القانونية. بالإضافة إلى ذلك، وجدت الباحثة أن التعلم التعاوني قد عزز تعاون الطالبات فيما بينهن وذلك من حيث الترابط الإيجابي والمشاركة المتساوية. كما ولاحظت غالبية الطالبات تحسنًا كبيرًا في مهاراتهن وأدائهن.

الكلمات المفتاحية: التعلم التعاوني، الطريقة التقليدية، الترجمة القانونية، تحسين الأداء، الجامعة.

AL-RAYAN UNIVERSITY

أثر التعلم التعاوني في تحسين أداء طالبات المستوى الرابع في قسم اللغة الإنجليزية بكلية البنات – جامعة حضرموت – أثناء ترجمة النصوص القانونية

رسالة مقدمة إلى كلية الدراسات العليا بجامعة الريان لاستكمال متطلبات نيل درجة الماجستير في دراسات اللغة الإنجليزية والترجمة

إعداد

عزة صالح بن كليب

إشراف

أ. د. نجلاء عبدالله عتيق

٢٠٢٣/١٤٤٥