

Perceptions of Second-Year English Major Students at HUFU towards Cooperative Learning in Translation Course

Nguyen Thanh Hien

Faculty of Foreign Languages, Ho Chi Minh City University of Food Industry, Viet Nam

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ABSTRACT

English majors at HUFU have to take a class on translation in their second year and the students of translation would do well to learn why different translation methods are used, as it is an important skill to be able to choose the best method for a given text. This study takes a co-operative learning approach to the question of how to educate future translators. Initial research has shown that when trying to translate from Vietnamese into English, students frequently employ inappropriate translation strategies. HUFU uses a method called "Co-operative Work Procedure" to implement an involvement in the teaching of translation in a translation course. This study was conducted by asking 100 2nd English major students to fill out an online survey of their opinions on whether or not they want to work in groups when doing translation work, and on some positive and negative feedback when they are asked to learn in groups or pairs. The research revealed that it was suitable for them to work in groups in the translation class and they really enjoyed working in larger groups of three to four members than smaller groups of two to three ones. However, from the students' points of views, the students felt that the class became so noisy and some of their groupmates even did not contribute to the work of the group. The findings of this study could be considered by the teachers of translation for choosing one of the most appropriate teaching translation methods, which is called "Co-operative leaning".

Keywords: Co-operative learning, Teaching in translation class; Translation methodology.

1 Introduction

Because of globalization and the growth of the knowledge-based economy, Vietnam's colleges and universities have changed a lot in how they look and what they teach. This is what has put pressure on universities to turn out graduates with strong academic credentials and a range of people-oriented soft skills. Soft skills, such as the ability to work well with others and communicate effectively, fall under the umbrella of "human centered skills" (Rostam, 2009). Universities are essential for producing employees that are not only technically competent but also articulate and able to effectively convey ideas. Undergraduate students at HUFU have to learn translation theories and translation as two subjects. Undergraduates need these subjects acquire the pliable skills that will supplement their formal education.

Translation is the process of moving meaning from one language to another by acting as a bridge between them. As such, it is crucial for a college graduate in translation to understand the rationale behind the adoption of a given translation technique, as this is a skill that can make or break a professional translator. Even though a lot has been presented about the translation process and product, the developments of a translation curriculum have received comparatively little attention in previous literature in translation studies (González Davies, 2004). This study examines the cooperative learning method for instructing translation skills in a formal classroom setting. Initial research has shown that when translating from Vietnamese into English, students frequently apply improper translation strategies. A basic translation course at HUFU, utilizes a method named "Cooperative Work Procedure" (Salas, 2000) as a training program. The "Cooperative Work Procedure" is a set of cooperating tasks aimed at helping students of translation learn the proper translation methods to apply when working with a wide range of text types.



The famous cooperative learning approach, about which more in a moment, is where the "Cooperative Work Procedure" got its start.

2 Literature review

2.1 Some characteristics of Co-operative learning

The most popular active pedagogical strategy seems to be cooperative learning (CL). The most structured form of collaborative learning is called "CL," and it entails learners in small teams working with others to maximize their own as well as their fellow learners learning while solving specific tasks or issues (Rodger et al., 2007). It was widely adopted as a type of proactive pedagogical approach in 1980, and it's been proven to be an effective method of education ever since by Johnson & Johnson (Rodger et al., 2007). Five defining characteristics of CL as an educational endeavor are outlined by Johnson & Johnson (Rodger et al., 2007). First, in CL, students are able to interact directly with each other in person and take an active role in improving the group's presentation. Second, personal responsibility, which encourages everyone to do their fair share and reduces the likelihood of slacking off by some. Finally, students need to be self-motivated and equipped with the interactional and tiny skills essential for effective collaborative learning. The fourth characteristic is group processing, which thrives when teachers set clear objectives and allow enough time for students to complete their assignments together. As a final aspect of CL, positive interdependence encourages students to work together, strengthen each other, and succeed as a group.

Students ought to willfully participate in class so that they are ready for the actual job market, and learner autonomy has always been conducted in a public and unofficial procedure in which concepts are informally swapped through involvement and academic and exciting tasks by Menges & Weimer, 1996, cited in (Tsay & Brady, 2010). Over the past decade, there has been a rise in scholarly investigation into the efficacy of co-operative learning in higher education. This includes studies in the fields as diverse as philosophy and marketing by Kunkel and Shafer (Rodger et al., 2007), training by Rittschof and Griffin (Rodger et al., 2007), and scientific knowledge also by Springer, Stanne, and Donovan (Rodger et al., 2007). The study of gender variations in educational performance in the context of collaborative learning has been the focus of (Rodger et al., 2007). Different approaches to learning between male and female college freshmen were revealed by the study of collaborative learning. Those who take part in a tiny number of activities both inside and outside of the classroom are more likely to gain and retain information than "those" who are not exposed to collaborative learning, according to studies done by Springer (Rodger et al., 2007).

This study examined the academic performance of 100 undergraduates enrolled in English at HUFU. Undergraduates in an interaction study were studied by Tsay & Brady, (2010), who also investigated their attitudes toward collaborative learning. Cooperative learning was found to be a significant predictor of student achievement in their studies. In the study by Tsay & Brady, (2010), it was also observed that the importance of test scores to students had a substantial and strong correlation with their engagement in cooperative learning.

2.2 Teaching translation as a subject

According to González Davies, (2004), the 'reading and translating' method has long been the standard in the classroom when it comes to translating teaching. Translating is a difficult linguistic procedure, and Davies thinks that there should be an alternative to the standard "reading and translating" method. It's crucial to teach pupils how to develop their language abilities while striking a "proper balance" with other cultures' linguistic norms. Learning to translate entails becoming fluent in two or more languages, a computer whiz, and a master at selling your skills to potential clients. Davis argues that since learning

languages and translating are so intertwined, it makes sense to borrow some ideas and methods from both fields and apply them in a translation classroom.

Stewart et al., (2010) says that the traditional view of translation education in Germany focuses on getting translators ready to work alone with reference materials. In their study, "Cooperative translation in the paradigm of problem-based learning," the authors argued that the traditional, individual professional situation should be changed to a better, more social, collaborative one. They thought that the best way to train translators was through cooperative learning, which is where the term "cooperative translation" comes from.

Originally, in a translating class, a collaborative technique, such as the one offered by Gerding Salas (2000) and titled "Co-operative Work Process," was recommended. This strategy was used by Gerding-Salas (2000) in her translation curriculum. Her translation classroom saw significant improvements in learners' engagement, efficiency, and overall work performance after implementing a session titled "Co - operative Work Process." The following are the 15 stages of the process:

1. The lecturer chooses which materials to translate based on what he or she wants to teach and how hard they are to understand in their original language.
2. After the passage is read, the learners can determine crucial factors in the process of translating, such as passage's genre, target audience, and also other contextual factors.
3. The material should be read at least twice by the learners
4. Extensive reading constitutes the second review.
5. The class reading is separated into as many sections as there are pupils.
6. If they are comfortable with the subject matter, learners carry out a rough translation.
7. If pupils lack background knowledge, they should seek it out through supplementary reading or other means.
8. The students revise their translation after completing the first draft.
9. The students read the translations aloud.
10. The learners compare their work to the original document to ensure accuracy.
11. The learners evaluate the consistency and flow of the translated text for errors.
12. Translations are discussed in class.
13. Students do self-reflective thinking with the help of their teachers by taking a critical look at how they translate.
14. Students turn in their final drafts of their better translations in the same format as the original text (typed, double-spaced, numbered, etc.).
15. The instructor makes a last-minute change and provides feedback on the pupils' performance.

The procedure for collaborative learning was suggested by her translating course, which used co-operative learning, but she didn't do any studies to see how her learners felt about it. The instructor's knowledge of the language learning process and ability to act as a facilitator are both essential in a translation course. It is crucial to evaluate the reactions and suggestions of learners to the tasks used in the classrooms, in the same way as to evaluate the organization of the school environment itself. Research based on a co-operative acquisition setting has not yet investigated the importance of evaluating and comprehending learners' engagement and knowledge when studying translation abilities and procedures. The result is critical for letting teachers know if the approach is going to work well with their kids. This study is about the students in a university-level course that teaches them how to translate. Participants took the language translation class, and initial assessments indicate that they primarily employ word for word translation strategies when converting Vietnamese to English. When a document is translated literally, it is taken at face value, and the

senses and situations are lost in the process. To help learners retain what they've learned translation strategies, one approach is to use the "Co-operative work process" outlined above in a language course. The purpose of the following research was threefold: initially, to explain the participants' impressions of the co-operative acquisition method used in the translation lesson; then, to ascertain whether or not the participants internalized the translation strategies covered in class; and third, to explain the usefulness of such an approach in translation class.

2.3 Research questions:

To see how HUFU's English majors in their second year felt about cooperative learning in translation class, survey was conducted to find out the answers to the following questions:

1. What are impressions of the participants of the co-operative acquisition in translation class?
2. Is co-operative learning such a really useful method for students who are learning translation as a subject?

3 Materials and Methodology

To conduct this study, both quantitative and qualitative approaches were used in the research. Learners in a beginning translation course at HUFU (Faculty of Foreign Languages) completed an online survey for quantitative research. Participants were enrolled in one of our introductory translation courses, where students were given an overview of translation theory and practice. Participants spent one week before the survey collaborating in pairs or trios on translating projects without any instruction on various translation methods. The learners in the study were exposed to the three translation strategies outlined (Vinay & Darbelnet, 1995) during a 135-minute-long lesson. These strategies included borrowing methods, word-for-word translation, and modulation. The responders were broken up into smaller pairs or trios, and each was handed a copy of the Vietnamese narrative stories, "Cô bé quàng khăn đỏ". Individually, the respondents were tasked with translating the text into English. Participants were able to do more than just translate the material into Vietnamese; they were also tasked with discussing and reporting on the methods they used to do so. Both the translated work as well as the brief report has to be emailed to the investigator by the responders. The data analysis for the qualitative study will consist of translated materials and a brief summary.

Once completing their translations, participants were asked to fill out the online surveys. According to Johnson, Johnson, and Smith (Rodger et al., 2007), the seventeen-item online survey should be used to evaluate 7 aspects of co-operative learning, including team processing, inspiration, competitiveness, interdependence, responsibility, engagement, and the application of cooperative (Tsay & Brady, 2010). First, we'll talk about numerically reasonable conclusions drawn from the survey's seventeen items, and then we'll get into the qualitative data analysis.

4 Results and Discussion

4.1 Analysis of Quantity

In total, 100 2nd-year English majors at HUFU were asked to fill out the survey for this study. There were 25 males and 75 females between the ages of 19 and 20.

Table 1: The percentage of students that favour each working approach in a translation course.

Items	Methodology for a Translation Course	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Enjoy working in groups of 2-3 more than those of 4-5.	20	55	15	10
2	Enjoy working in groups.	1	10	50	39
3	Enjoy working in pairs.	51	41	4	4
4	Enjoy working individually	30	55	10	5

The recommended working approach distribution in the classroom is shown in Table 1. As can be seen, 55% of participants believed that they liked working individually, with 30% giving a strong agreement. With 41 percent giving an affirmative reaction and 51 percent giving a strong one, it's clear that most participants favour the concept of doing the translation task in twos. The majority of respondents (50%) disagreed with the idea that "I choose to do translation tasks in teams," with 39% strongly disagreeing. Table 2 shows that ten of the survey's seventeen questions about collaborative learning received positive replies.

Table 2: The number of people who said they had a good time learning in groups

Items	Good feedback on group work learning	Strongly Agree	Agree	Disagree	Strongly Disagree
5	Members' collective GPA goal	40	39	20	1
6	The chance to point out and correct the errors of other group members	30	55	13	2
7	Translation is made simpler.	40	45	3	2
8	Possession of a Means of Communication	65	30	4	1
9	Enjoyment of translating discussion	64	34	1	1
10	Have fun with the translation debate!	10	57	28	5
11	Permits conversing.	15	75	8	2
12	Inspire participation	3	20	38	39
13	Boost relationships throughout the groups.	69	23	7	1
14	Boost audience comprehension of the source content	50	35	10	5

Table 2 shows that most of the people who took the survey (98%) think that expressing the translation task is one of their favourite parts of the job, with 34% agreeing and 64% fully agreeing. Moreover, the large percentage of participants who were asked about their opinion—I like to discuss things on translation with my friends in teams—expressed positivity toward the opportunity to do that in teams.

Table 2 also shows very clearly that the people who took the survey thought that translating with groups was more efficient. This proved beyond a doubt that the people who took part were very competitive and driven to do well in school. Over half (55%) of participants agreed with the idea "I like the power to modify my schoolmates' errors," with another 30% giving a full agreement. Participants who said, "I know that my friends in the same group also want to get a good grade for the translation course," gave a lot of yes and strongly agree answers. This showed that they were aware of their partners' academic goals.

Table 2 shows that almost all of the people who took part thought that working in groups made it easier to talk about translation projects. The vast majority of those who took the survey said that teamwork activities helped people talk about the material they were translating. They were able to gain a deeper comprehension of the original document, which aided in the translation process. While participants widely believed that translating in a team was beneficial for completing a translation assignment, 39% strongly disagreed and

38% disagreed with the assertion that "collaborating builds relationships." This indicated that responders were preoccupied with their work of translation and not socializing with one another. The majority of respondents thought that engaging in teams encouraged quieter team participants to speak up.

Table 3: *The proportion of respondents who had unfavourable comments about working in groups*

Items	Bad feedback on group work learning	Strongly Agree	Agree	Disagree	Strongly Disagree
15	No contributions from groupmates	55	40	3	2
16	Noise	21	50	20	9
17	Hardship in group work	16	40	34	10

The proportion of those who had negative reactions to collaborative learning is shown in Table 3. The idea that "I prefer not to work with others owing to the noise in the classroom" was agreed upon by 50% of participants and totally agreed upon by 21%. The issue that certain individuals did not participate in the conversation was also mentioned as a barrier to effective group activities by the vast majority of those surveyed. To sum up, a sizable proportion (40% agree, 16% strongly agree) struggles to translate a document with their close friends only.

4.2 Analysis of Quality

The participants' translation task and short notes showed that they understood the methods and knew how to use them correctly. The majority of responses showed that the participants were using proper translation techniques. Participants' grasp of course material was evident in their translation explanations. According to Kussmaul (Salas, 2000), the way to analyse translation answers objectively is the core to the capabilities of translators, and (Salas, 2000) noted that learners' competence to discuss the method which is used in their task demonstrated the quality of theoretic intellectual function.

Table 4: *Various translation methods used by the participants.*

Methods of Translating	Examples are cited in the story "Little Red Riding Hood."
1. Transposition	Source language: Ngày xưa ngày xưa, có một cô bé sống trong một ngôi làng nằm sau trong rừng. Mỗi khi ra ngoài, cô ấy luôn mang 1 khăn choàng màu đỏ nên mọi người gọi cô là cô bé quàng khăn đỏ. Target Language: Once upon a time, there was a little girl who lived in a village near the forest. The little girl wore a red riding cloak whenever she went outside, so everyone in the village called her Little Red Riding Hood.
2. Modulation	Source language: Một sáng nọ, cô bé quàng khăn đỏ xin phép mẹ đi thăm bà vì đã từ lâu cô không được gặp bà. Target Language: One morning, Little Red Riding Hood asked her mother if she could go to visit her grandmother as it had been a while since they'd seen each other.
3. Literal Technique	Source language: " Nhớ, đi thẳng đến nhà bà nhé," mẹ cô bé cảnh báo. Target Language: "Remember, go straight to Grandma's house," her mother cautioned.

5 Conclusion

According to the results, the vast majority of those who responded could be grouped into the category of ambitious students. When they are compared to the collaborative kind of student, those have an extra individualized learning style. The interviewees stated that they would rather work in smaller teams consisting of two or three people as opposed to larger ones consisting of four or five people.

The results revealed that the participants had a strong aversion to the concept of cooperating in teams. They delighted in comparing notes with their friends over their efforts at translation. This is a good indicator, as having meaningful conversations in a translating classroom is one of the most important aspects of the subject.

The participants had favorable opinions regarding the opportunity to share views during group projects, and they all believed that working in groups made translating simpler, which demonstrated that the responders were extremely competitive with one another and really eager to achieve good scores.

According to the results, the participants' approval of cooperative learning that promotes discussions on the translation process was emphasized. Because they worked in groups, it was easier for the students to comprehend the original document when attempting to translate it. They never found that participating in group activities encouraged friendships to develop among them, which showed the responders were really concentrated on their work and that there was no place for the development of friendships. The responders were in agreement that performing work in groups encouraged participants to participate and allowed for conversation even at the time translations were being done.

The results brought to light the participants' negative sentiments when it came to working in groups. During the time they spent working in groups, the vast majority of participants felt that the classroom was excessively chaotic, and they all concurred that their groupmates did not add anything to the conversation. The findings clearly revealed that the participants had a tough time cooperating with others when they were asked to work in groups.

To sum up, the findings of both the quantitative and qualitative research can be summarized in the following four characteristics:

1. The application of co-operative learning is appropriate for the English-majored learners of the translation class because the learners' answers and brief papers demonstrated that they could do the translations properly and apply the translation strategies in their own task. This demonstrates that co-operative learning is appropriate for a translation class of English-majoring learners. According to the results, the responders appeared to take pleasure in explaining the translation process in a classroom setting.
2. As a result of the students' highly personal learning styles, completing translations in large crowds (three to four people) felt unenjoyable for the learners, and they enjoyed working in tinier groups (two to three people). They were quite competitive with each other. But, the learners were also conscious of the advantages that could be gained from working in groups.
3. Learners discovered that group collaboration stimulated conversation and the exchange of viewpoints. Working together in a team not only made it simpler for the learners to comprehend the original document, but it additionally gave them the opportunity to point out and fix the errors that were made by their peers.
4. The learners had trouble working in groups because the classroom had become too chaotic, and some of their friends did not participate in the conversation.

6 Declarations

6.1 Acknowledgements

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