



**THE USE OF TEAM-BASED LEARNING IN THE
DEVELOPMENT OF TRANSLATOR COMPETENCE IN
A TRANSLATION CLASSROOM**

BY

MRS. PENNAPA RIABROI

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY PROGRAM IN ENGLISH LANGUAGE STUDIES
(INTERNATIONAL PROGRAM)**

**DEPARTMENT OF ENGLISH AND LINGUISTICS
FACULTY OF LIBERAL ARTS
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2016**

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DISSERTATION

BY

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ENTITLED

THE USE OF TEAM-BASED LEARNING IN THE DEVELOPMENT OF
TRANSLATOR COMPETENCE IN A TRANSLATION CLASSROOM

was approved as partial fulfillment of the requirements for
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ABSTRACT

Many translation courses today still adopt the conventional way of teaching, where the teacher is put at the center, and the students are recipients of knowledge. The outcome is new graduates with little practical knowledge, who cannot cope with management and translation problems effectively. There have been previous attempts to design student-centered translation classrooms through collaborative learning in various forms, including task-based and project-based learning. Although this approach is a great shift from the traditional way of teaching, allowing students more control over their work, they still lack the mechanism that reflects the real world practice. With an aim to solve this problem, this study adopted team-based learning in a translation course. This learning approach promoted the learning atmosphere where students worked collaboratively in their team on the planned activities in each module, from individual and team tests over the content of preparatory materials, professional translators' sharing of experience, team translation with role assignment, professional translators' comments on team translation drafts, and students' presentation of their team translation products, problems and solutions. Through the use of team-based learning, this study aimed to explore the extent of the

students' improvement on communicative, strategic, interpersonal and instrumental competences, as well as the awareness of the translation profession; examine the classroom process; and investigate the students' attitudes towards team-based learning. The data were collected from 27 English majored students in a translation course at a public university. The research instruments employed included pre-tests, post-tests, reflective journals, peer feedback, observation, questionnaire and interview. The results revealed that the students improved in all the competences after being exposed to team-based learning. That is, they had better translation performance both as a team and individually, better problem-solving and self-monitoring skills, developed more leadership, communication and negotiation skills, made better use of resources and tools to carry out the translation task, and were more aware of the real world translation practice. As for the observed process, the students found translation role simulation and professional translators' involvement very meaningful to their learning, and they tried to manage their team to come up with the best translation pieces. In addition, the students had good attitudes towards this learning approach, particularly on the mechanism of teamwork and increased motivation. The findings from this study can be used to develop a pedagogical model where professional practice is fully incorporated in a translation classroom to promote the students' translator competence, and better awareness of the translation profession, so that they can be valuable resources of the translation industry.

Keywords: Team-based learning, Professional translator, Translator competence, Role simulation

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Mrs. Pennapa Riabroi

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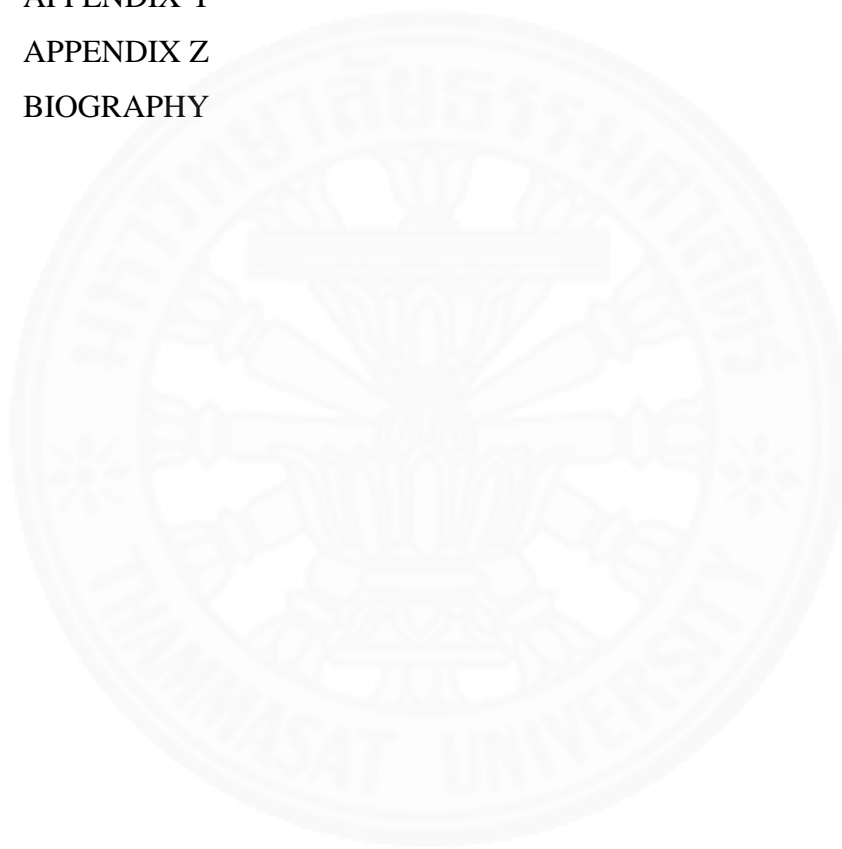
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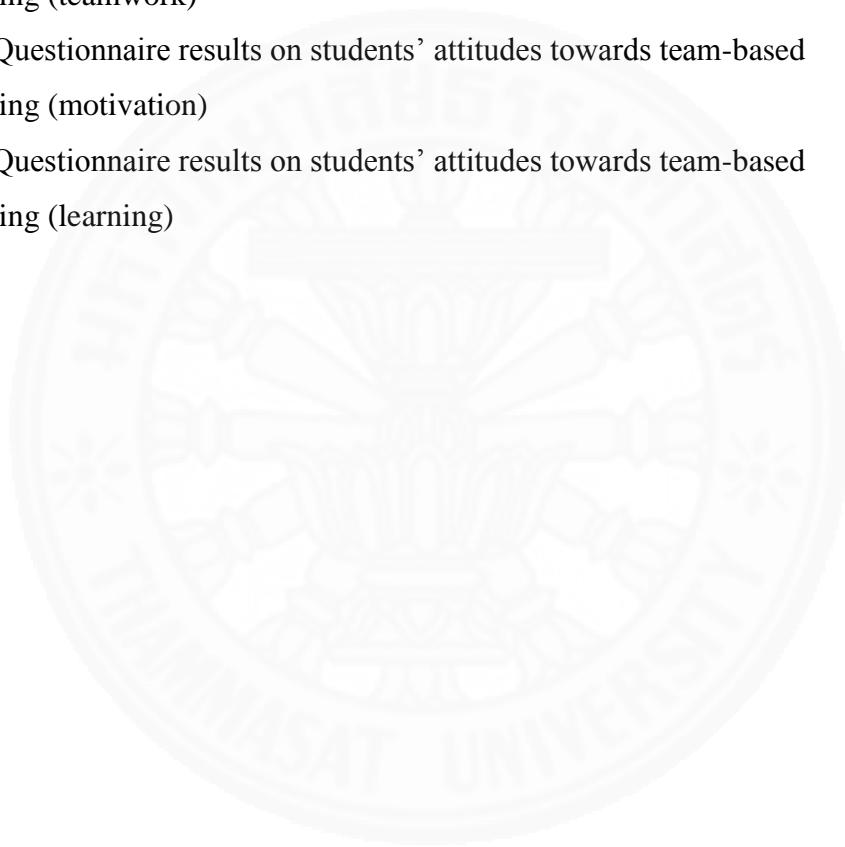


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CHAPTER 1

INTRODUCTION

This chapter aims to provide the basic information about this study. It is divided into 5 sections: (1.1) background and rationale of the study, (1.2) research objectives, (1.3) research questions, (1.4) scope of the study, and (1.5) definitions of terms.

1.1 Background and rationale of the study

A call from the translation industry

In recent years, we have seen enormous growth of the translation industry worldwide thanks to technological advances. The expansion of the industry is followed by other significant changes, including demand for quicker work on translation, more complex source text, more efficient and accessible tools used for translation compared to those in the 1990s or 2000s. These changes have affected translation in recent decades and resulted in the need for translation quality (Drugan, 2013). This means that more qualified professional translators are needed to ensure quality. In response to this, over the last decade, the number of translator training programs has experienced a sharp increase, particularly in universities. It is, therefore, necessary for universities to make sure that their translation programs prepare qualified graduates to satisfy the market needs, and that graduates' competences match employers' requirements (Schaffner, 2012).

However, some studies have shown that many university graduates disappointed their employers due to their lack of competences. Kiraly's (2005) survey among market participants revealed that employers have certain expectations of new translation graduates, but they find that universities fail to serve the expectations. That is, new graduates are not sufficiently exposed to culture, lack practical training, and have difficulty working independently. Similarly, Olohan (2007) illustrated the gap between what students learn in universities and what the industry expects from them:

Surveys which include employers of translators have shown us that the typical graduate from translator training delivered at university is not as well equipped for the professional context as might be expected by those employers. The shortcomings are perceived predominantly as a lack of practical experience (p. 59).

In addition, Mauriello (as cited in Echeverri, 2015, p. 309) studied employers' opinions on performance of novice translators. It was found that novice translators tend to have difficulties in working under pressure and meeting deadlines. They lack reviewing and editing skills, cannot assess their own work, and have problems working as a team. They also tend to find it hard to interact with colleagues and clients, and to manage activities by themselves. In addition, they lack autonomy in their work and cannot solve problems effectively.

Current translation pedagogy

Due to the problems reflected by employers and the translation industry, we need to look back at the current teaching of translation at a university level. Translation teaching in tertiary education has long been in a form of transmission of knowledge, where emphasis is put on the teacher's role. As pointed out by Kiraly (2005), the practice of teacher showing superior wisdom and duplicating knowledge in students' minds has been passed down from the beginning of Translator Education. In this transmissionist classroom, instructors played the key roles of the learning process while students were expected to provide the instructors with correct answers (Baumgarten, Klimkowski & Sullivan, 2010). The clear description of this classroom setting can be found in the work of Stewart, J., Orban, W and Kornelius, J. (2010) as follows:

In a typical university Translation Studies program of the 1970s through the 1990s (and persisting in many cases up to the present), students in translation exercise courses would be presented with a short text in regular class meetings, which may then be read and briefly analyzed in a group setting, at which point each student was tasked with individually preparing a translation of this source text (often excerpted from a daily newspaper, textbook or other static print medium with little thought given to the relevance of the text at hand for students' later professional practice). During a subsequent class meeting, the instructor might ask students to volunteer to read their proposed translation solutions for given sentences of the source text, which the instructor would make remarks on and entertain further questions and comments from the class, The objective was to arrive at a single *model translation*. (p.3)

In a more student-centered classroom, many educators turned to the transactional approach. According to Davies (2004), the transactional approach is based on cooperative learning where group work and interaction are promoted. This approach tends to adopt communicative principles and functional practices in the

classroom (Baumgarten, S., Klimkowski, K. & Sullivan C., 2010). It “emphasizes the exchange of meaning over the mere acquisition of grammatical rules.” (Colina, 2003, p. 41). However, the final answers to the problems still depend on the teacher. The teacher is still the center of the classroom and acts as the ultimate source of knowledge (Davies, 2004). It can be said that the transactional approach may embrace a more professional aspect of translation as found in the concept of cooperation, but the fact that the teacher is still the key player of the process and a focus is put more on translation products than process prevents it from reflecting the real world and professional practice.

Redesigning the translation classroom

The concern of employers over the lack of practical experience of new graduates suggests that educational institutions may need to redesign their translation classroom practice. As reflected by Kiraly (2000), it is necessary to change the assessment of the roles of teachers and students in the classroom, initiate new perspectives on the function and nature of testing, and adjust educational program’s goals and techniques. There have been useful suggestions from various researchers with regard to what elements to be included in a translation classroom. These included incorporation of translator competence, real world practice, professional translator’s involvement and group work.

Translator competence

To offer qualified translator training programs, it is necessary to plan a syllabus and/or assess the value of the programs by analyzing the required knowledge and technical skills for translation (Gile, 2009). As opposed to translation competence whose name clearly implies the emphasis on translation products, many contemporary researchers prefer the term “translator competence” in order to fulfill the need of the translation industry. Eser (2015) proposed the use of translator competence for designing a translation curriculum at university as this term is used to cover both “translation competence” and other such aspects as conceptual skills and interpersonal skills required by a professional translator. According to Kelly (2014), translator competence is the set of skills, knowledge and attitudes adopted by professional translators in their daily translation task. She classified translator competence into various sub-competences, including communicative and textual competence, cultural

competence, subject area competence, instrumental and professional competence, attitudinal competence, interpersonal competence and strategic competence. The European Master's in Translation (EMT) project established to raise the standard of translator training in the European Union has defined "translator competence" as "the combination of aptitudes, knowledge, behavior and knowhow necessary to carry out a given task under given conditions (EMT Expert Group, 2009)." Interestingly, The EMT competence profile serves as a reference framework to produce high quality professional translators to work in the industry. Their six competences are translation service provision competence, language competence, intercultural competence, information mining competence, thematic competence and technology competence.

There are also many other authors who tried to describe the components of translation or translator competence in different ways (Colina, 2015; PACTE, 2008; Schaffner, 2012; Vandepitte et al., 2015). Among them, the most common competences are linguistic competence, subject-area competence, interpersonal competence, strategic competence, and instrumental and professional competence. However, there are also other competences under different names with the same or overlapping concepts. For instance, Vandepitte et al.'s (2015) translation decision competence has the same concept as PACTE's (2008) strategic competence in that they involve the ability to solve translation problems.

Real world practice

Reflection of the real professional world is very essential for translator training. To begin with, Davies (2004) suggested that apart from pedagogic activities to help practice the essential skills to pursue the professional standards, activities imitating professional assignments or bringing the professional world into the classroom should be included in the curriculum. Cronin (2005) proposed the concept of deschooling translation, which is changing of both the program and the students to meet the cultural and socio-economic demand. In other words, simulation of professional translation's work in a business context should be practiced in classroom (Klimkowski and Klimkowski, 2012). This can be done through incorporation of authentic translation projects, translating texts commissioned by potential clients, practicing self and peer evaluation in the classroom, organizing classes that allows the students to perform in a professional way, such as through role simulation, meeting

deadlines and working under time pressure, and guiding the students to be aware of professional settings, such as use of dictionaries, parallel texts, glossaries, and resourcing tools (Davies, 2004). Kelly (2005) also recommended such real world practice as role-playing, practicing technical aspects of translation, such as invoicing or dealing with clients, visits to translation agencies, and doing real-life projects.

Professional translator's involvement

Of great interest is the involvement of professional practitioners in the classroom whose importance is reflected by many experts. According to Kiraly (2000), apart from benefits to students, the translation profession will also benefit from incorporating professional translators in a translation course as it is a way to train students to be ready for future work. He said “if translation teachers are themselves practicing translators and if they encourage the exchange of perspective between students, colleagues, and working professionals that can be brought into the educational setting, the profession as a whole can be expected to benefit and evolve as a result (p.35).” This point is further supported by Biel (2011), who suggested that trainers should be translators who have background of the translation genre and pedagogical experience. Davies (2004) also recommended organizing seminars with professional translators and field experts and asking them to evaluate the students’ work. According to many studies, professional translators’ involvement in translation classroom has proved to be very effective. For example, according to Orlando (2012), the translation course at Monash University allowed the students to work on translations commissioned by real clients with guidance and review by professional translators. By working with professionals in the translation industry, students were able to pick up useful skills that would help to prepare them for the transition from university to workplace.

Group work

In addition to simulation of real world tasks and involvement of professional translators, another activity reflecting the professional world which has been emphasized by many experts in translation teaching is team work. To begin with, Kelly (2005) put a lot of emphasis on student presentations, team work and in-class and out-of-class activities as a useful tool for translator training. According to her, it is a stage for developing high-level cognitive skills such as problem-solving, reasoning,

or justification. In addition to being an important element of professional translator activity, interpersonal skills from team work are much required by employers. Kiraly (2000), proposed the use of collaborative learning in classroom where teaching oriented instruction is shifted to student-centered instruction. In other words, learners collaborate with their peers and act as the main agent of the learning process while the teacher serves as facilitators through this stage. In addition, Johnson and Johnson (1994) highlighted the importance of positive interdependence, joint responsibility, stimulating interaction, interpersonal and team abilities, and team assessment when working in a team.

A shift of translation pedagogy towards collaborative learning

To address the concern of incompetent new graduates to serve the translation industry, many educational institutions have shifted their way of instruction towards collaborative learning under the umbrella of transformational approach. This approach relies on the social constructivist perspectives. Baumgarten, Klimkowski and Sullivan (2010) asserted that cognitive approach is vital to the transformational classroom as apprentices reflect on the skills that they use when they translate and tend to employ them in the future". The functionalist approach is also suitable for the transformational classroom since apprentices initiate real world assignments that require them to find resources, meet deadlines, and construct a good quality product. In this classroom setting, the facilitator is in the background to provide a flexible scaffolding to enable the apprentices to perform tasks that they could not manage on their own. According to Davies (2004), transformational approach focuses on studying collaboratively and exploring the translation process, where the teacher serves as a guide, and class work and practice are of high importance. This approach clearly puts collaborative learning at its core.

Collaborative learning, as a pedagogical approach on its own right, has played an important role in various disciplines, including in translator training. According to Barkley, Major and Cross (2014), collaborative learning has its home in social constructivism, which believes that "reality is not entirely external and independent of individual conceptions but rather is produced and understood through interchanges between people, shared objects, and activities as individuals make and experience meaning together (p. 9)." Collaborative learning is a significant shift away from

teacher centered classrooms in general. Despite existing lecturing, the processes are set around students' discussion and active work with the course materials. Instead of thinking they are transmitters of knowledge, teachers adopting collaborative learning tend to think of themselves as experts who design intellectual experiences for their students (Smith and MacGregor, 1992).

There have been attempts to implement different forms of collaborative learning in translation classroom in a number of previous studies, ranging from loosely structured to well-structured designs. Zainuden and Awal (2012) applied cooperative learning in their basic translation class. The students in their class were divided into groups of three to four students to translate a text from English into Malay. They were asked to make discussions and write a short report on the translation techniques used in their translation work. The findings indicated that a majority of the participants enjoyed discussing their translation work with their classmates although they disliked group work. Stewart and Kornelius (2010) also adopted the method called cooperative translation in their study. It focused on authentic and complex problems, realistic working contexts, a self-directed learning process among students working in small groups, and authentic learning resources and reference tools. It was found that participants developed solidarity and a sense of belonging within the group, resulting in relaxed atmosphere and a positive mood. In addition, working with authentic texts in a realistic setting helped develop key translation competencies.

Apart from the term "cooperative learning," some translation scholars prefer project-based learning. Kiraly (2005) adopted the project-based learning in his translation classroom. His students were asked to take part in a subtitling translation project commissioned by a real client. The film tracks were divided for each pair of students to translate, which would be peer-reviewed and finally receive full-group review. Kiraly claimed that "providing students with opportunities to work authentically on the real-world translation market by encouraging them to construct personally viable meanings and skills in collaboration with peers and outside professionals, and by explicitly serving as their assistants, guides and facilitators in this highly individualized process, we can empower our students as autonomous semi-professionals, ready to move out onto the market upon graduation and assume the

expert roles that will be expected of them (p.1109).” Furthermore, Mitchell-Schuitevoerder (2011) conducted her PhD. dissertation on the use of project-based syllabus design in her translation classroom. The students were asked to select their own range of web pages for translation from the university website. The translation process within the project consisted of a series of comprehensive tasks in line with the task based approach. The tasks covered the use of translation memory programs and internet-based resources, and were supported by the reading and understanding of relevant academic sources. The outcome of this approach is that the enhancement of critical thinking during the students’ studies prepared them to make well-founded decisions and choices in their potential careers.

An introduction to team-based learning (TBL)

Among various methods of collaborative learning, team-based learning (TBL) has gained considerable attention from some scholars over the past three decades after it was officially introduced by Larry Michaelsen in the early 1990s (Parmelee, Michaelsen, Cook and Hudes, 2012). Under its four main elements, namely properly formed team, readiness assurance process, application activities, and student-to-student peer evaluation (Sweet and Michaelsen, 2012), team-based learning involves “a specific sequence of individual work, group work, and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to discussion” (Sweet, as cited in Sibley & Ostafichuk, 2014, p. 6).

It can be said that the strength of team-based learning compared to other types of collaborative learning is its prevention of social loafer problems. That is, general group work is often affected by “social loafers,” or the persons taking advantage of their friends by doing little work. This, as a result, can create the feeling of dislike towards group work. However, TBL is different as it ensures that each member of the team will be responsible for their own learning outside of class. Students who do not prepare adequately before class will perform poorly on the individual and team tests, as well as application exercises. Therefore, students who would normally remain “social loafers” in a group learning project are instead quickly motivated to do the assigned work out of class in order to perform well on the individual test. In addition, as teams work together and compete with other teams in the class, loyalty to the team

develops among each member. This further motivates “social loafers” to prepare outside of class so that they can contribute and help the team succeed. Finally, team members evaluate one another periodically during the semester, and each student’s grade is partly based on their peer evaluation score (Sibley & Ostafichuk, 2014; Sweet & Michaelsen, 2012).

TBL has been praised as an effective learning tool by many educators and scholars. According to Van Sligtenhorst and Bick (2011), from experiencing a TBL course, the students expressed improved attitudes, leadership and positive feedback from “real life” exercise. Vasan, DeFouw, and Compton (2009), who adopted TBL for medical gross anatomy class, affirmed that a large majority of their students expressed positive attitudes about working in a team. Rania, N., Reboria S., and Migliorini, L. (2015), who implemented TBL in a psychology class, said that TBL improved the academic performance of students as well as positive opinions. Many students felt that this method should be implemented at the university. Clair and Chihara (2012), who applied TBL in a statistical literacy class, reflected that team-based learning was found to be an effective learning strategy. Students commented that they enjoyed working on teams, and they were motivated to prepare for class every day in order not to let their teammates down.

Team-based learning has also been implemented in language classes. Bayerle (2013) who implemented TBL in a Greek class, found TBL to increase students’ enthusiasm, confidence and learning. In addition, Guerrero (2015) conducted TBL in a Portuguese classroom and found many advantages, including increased focused interaction among students, increased potential, enhanced feedback from team interactions, and an opportunity for students to ask questions, debate and reach a consensus. A recent study by Wallace (2015) employed TBL in introductory translation courses and found that there were strong correlations between students’ perceptions of how team-based learning related directly to specific affective features of the class, including solidarity, cohesion and accountability. She holds that due to the well-structured nature of team-based learning, it proved most successful as a social and psychological intervention with a profound effect on students’ perception of their own achievement, especially in the ability to nurture working relationships which became more meaningful through intense, personal interaction.

Despite the unique features of team-based learning claimed to outperform other types of collaborative learning, the studies on this form of learning in translation classrooms are still limited. In addition, the work by Wallace mentioned above, which applied TBL in a translation classroom, has not included the feature of professional translators' involvement and role simulation. Therefore, this research aimed to develop instructional procedures which focused on application of team-based learning in a translation classroom with professional translators' involvement and role simulation. The class activities were organized based on the TBL elements, which are properly formed team, readiness assurance process, application activities and peer evaluation. To be more specific, the students were assigned in a permanent team to work on different translation tasks throughout the semester. Before each module, the students were asked to study a preparatory material in advance in order to do an individual and a team test (so-called readiness assurance process) in the following session with some scores awarded to the team effort. Then the students applied the knowledge gained from the preparatory material and discussion in class through application activities. The team-based learning in this study is different from other TBL classes in that in addition to assigning thought-provoking (translation) tasks to the students, professional translators were invited to share their experience and give feedback on the students' translation tasks. Moreover, students had a chance to assume different roles as a translator, editor, terminologist, document researcher and project manager.

What this study aimed to explore is how such team-based learning with professional translators' involvement and role simulation contributed to the development of different translator competences, namely communicative competence, interpersonal competence, strategic competence and instrumental as these competences are claimed to constitute the main attributes of a good professional translator by many translation scholars (EMT Expert Group, 2009; Kelly, 2005; Schaffner, 2012). Furthermore, the students' awareness of the translation profession and attitudes towards team-based learning with professional translators' involvement were also explored.

1.2 Research objectives

This study aimed to:

1. Determine the extent of the learners' improvement on communicative, strategic, interpersonal and instrumental competences, as well as the awareness of the translation profession after being exposed to team-based learning.
2. Explore the team-based learning process really taking place in the classroom.
3. Determine the learners' attitudes towards team-based learning.

1.3 Research questions

1. To what extent do learners exhibit their translator competences, namely communicative, strategic, interpersonal and instrumental competences, as well as awareness of the translation profession after being exposed to team-based learning?
2. What is the team-based learning process really taking place in the classroom?
3. What are the learners' attitudes towards team-based learning?

1.4 Scope of the study

In this study, the research participants were 4th year English majored students at a Thai public university enrolling in Advanced Translation from Thai into English Course, who had passed two prerequisite translation subjects, including Translation from English into Thai and Translation from Thai into English. The study was conducted in the Second semester of Academic Year 2016 in two sections of Advanced Translation from Thai into English course, in which one section consisted of 7 students and another section 20 students. Both sections received the same treatment of team-based learning.

To explain, the course consisted of four modules, namely Translation of Academic Documents, Audiovisual Translation, Translation of Documentaries and Translation of Novels. Each module covered six days in order to implement a full cycle of team-based learning, including (1) Readiness assurance process and pre-test (2) Professional translator's talk and source text analysis, (3) Team translation (Draft 1), (4) Team translation (Draft 2), (5) Presentation of translation products along with problems and solutions, and (6) Post-test.

The teaching materials used in the course consisted of lesson plans, preparatory materials, readiness assurance tests, translation briefs and scoring rubrics. Meanwhile, the research instruments included pre-tests, post-tests, peer feedback, reflective journals, observation forms, interviews, and questionnaire.

1.5 Definition of Terms

Team-based learning refers to an active learning and small group instructional strategy that provides students with opportunities to apply conceptual knowledge through a sequence of activities, including properly formed team, readiness assurance process, application activities and student-to-student peer evaluation.

Readiness assurance process refers to the activities to prepare the students for the lessons. This process includes individual readiness assurance test (iRAT) and team readiness assurance test (tRAT). In the first class session of a TBL unit, students take an individual readiness assurance test (iRAT) over the assigned preparatory materials. Right after this individual test, students retake the same test as a team (tRAT). The individual tests hold students accountable for learning the material before class and the team tests provide an exciting opportunity for students to learn from one another while working together on the test.

Application activities refers to tasks which are designed such that students use the materials they learned outside of class to solve challenging problems. The task must be significant and challenging enough to solve, and every team has to work on the same problem to promote critical thinking and rich discussion. Each team needs to present their answer to the application exercise simultaneously, resulting in energetic conversation between teams, as each team has a chance to justify their answers.

Student-to-student peer evaluation refers to a critical element of TBL as it has been designed to prevent free riders who do not contribute to the team, to fine-tune the communication and relationships among teammates and to promote the students' personal development after learning how other teammates think of them.

Professional translators refers to in-service translators with at least five years experience in the translation industry and/or translators with a degree in translation.

Professional translators' involvement refers to professional translators' participation in the classroom activities, which include sharing their professional

experience, facilitating students' translational role performance and giving feedback to the students' translation drafts.

Role simulation refers to the activity where students have a chance to assume professional roles, including translator, editor, terminologist/document researcher, and project manager to equip them with role proficiency and competence.

Communicative competence refers to knowledge and skills necessary for linguistic communication, both in terms of understanding in the source language and production in the target language. It also focuses on awareness of the purpose of translation task and the situation which results in the ability to produce an adequate target text.

Strategic competence involves all the verbal and non-verbal individual procedures used to solve the problems found during the translation process, organizational and planning skills, monitoring, self-assessment and revision.

Interpersonal competence involves the ability to work with other professionals involved in translation process, including translators, editors, documentary researchers, terminologists, project managers, and other actors, such as clients, initiators, authors, users, and subject area experts. It also covers teamwork, negotiation skills and leadership skills.

Instrumental competence refers to the ability to effectively use documentation sources as well as information and communication technologies, such as dictionaries, encyclopaedias, grammars, style books, parallel texts, electronic corpora, searchers, etc. to carry out translation tasks.

Awareness of the translation profession refers to knowledge and understanding about the working procedures in carrying out translation tasks in the professional setting, where many actors are involved, such as translators, editors, terminologists, document researchers and project managers.

Attitudes towards team-based learning refers to the participants' attitudes toward each stage of team-based learning and team-based learning as a whole which is measured by questionnaires and interviews.

CHAPTER 2

REVIEW OF LITERATURE

The purpose of this chapter is to provide the theoretical frameworks adopted for the development of this study. The chapter is divided into six main sections, namely (2.1) professionalization, (2.2) translator competence, (2.3) social constructivist approach to translation education, (2.4) collaborative learning, (2.5) towards team-based learning, and (2.6) team-based learning in a translation classroom, respectively.

2.1 Professionalization

Translation has become a booming industry worldwide over the past years as a result of new tools and technologies. Due to the advances in technologies, such as telephones, email, and translation software, professional translators have to deal with more complicated tasks under shorter periods of time. Schaffner (2012) expressed her concern over the fragmentation of global translation business. That is, the high demand of translation works worldwide makes it possible for the work to be done by individuals without appropriate training or professional qualifications as a translator. This is particularly true when more interest is put on getting a translation quickly at a low cost. However, among translation companies and professional associations, translation quality and professionalization are of great importance.

To promote translation quality and professionalization, standards need to be established. A widely recognized standard for the translation industry is Europe's EN 15038:2006-Translation Services – Service Requirements. According to Greer (2012), the EN 15038:2006-Translation Services – Service Requirements stipulates that the translation process consists of many processes, including negotiating with the client about task feasibility, price, and project-related information; preparation of the project with regard to administrative, technical and linguistic aspects, for instance, pre-translation processing and technical resources. In addition, it involves source text analysis, work on terminology and style guideline, as well as the translation process, which covers the activities of translation, checking, revision, proofreading and final verification. Apart from the coverage of all the important processes to conduct translation jobs effectively, the EN 15038: 2006 also puts a great emphasis on teamwork. European Committee for Standardization (2006) asserted as follows:

...the image of the translator as the lonely professional no longer matches a realistic market profile. In order for quality products to be supplied, usually more persons have to be involved. Belonging to the professional community, sharing expertise and continuous professional development are the essential requisites of professional behavior embedded in the standard. (p. 49).

This concept is in line with what Drugan (2013) stated. He said that in the past, translation jobs were considered complete when the work was returned to the client. However, the emerging technologies have made new kinds of rolling translation service and collaborative working very necessary.

To provide a clearer picture of what professional translators are like, Bendana, L. and Melby, A. (2012) pointed out that a successful translation project carried out by professional translators must consist of three phases, namely pre-production phase, production phase, and post-production phase. The pre-production phase involves negotiation between the requester of the work and the project manager to finalize the translation project specifications. At this stage, the purpose of the translation, the text type and the end-user audience must be discussed. As for the production phase, all relevant materials, including the source text, the project specifications and the reference materials must be sent to the translator for producing translation. Upon completion of initial translation, the work must be submitted to the project manager who will conduct a quality assurance process, which includes a full comparison of the source text and the target text and a review by an expert in the relevant field. Finally, the post-production phase deals with sending back the finalized translation to the requester, together with the specifications used for translation for the requester to check against.

From the professional working mechanism described above, it suggests that a professional translator needs to possess skills or expertise necessary to perform his/her own task effectively in the world with rapidly changing innovation. Such skills or expertise are usually referred to as translator competence. The following section discusses a variety of modules of translator competence proposed by different researchers.

2.2 Translator competence

Translator competence has been defined and classified differently by researchers. According to Quinci (2015), the term ‘translation competence’ or ‘translator competence’ itself has not been unanimously agreed upon in academia. There have been various proposed options, sometimes using different terms but with the same concepts. Therefore, this section aims to give the readers the ideas of translator competence mentioned in various studies and then go into details of certain competences to be investigated in this study.

To begin with, Colina (2015) stated in her book *Fundamentals of Translation* that there are many models of translator competence, but most authors and practitioners refer to three main competences, namely linguistic competence, knowledge competence and transfer or strategic competence. To clarify, linguistics competence is the ability to use language as a bilingual or multilingual while knowledge competence includes both specialized and general knowledge or the ability to gain knowledge from research and documentation skills. According to Colina, the transfer competence is unique for translation as it is the ability to understand and implement the translation requirements. For transfer competence, it is important to understand contextual needs for the translation task, including its relationship to the source text, and to clearly and practically understand the notion of translation.

Schaffner (2012) discusses the European Master’s in Translation (EMT) project whose aim was to raise the European Union translator training standard and to promote cooperation between higher-education institutions offering translation courses. A translator competence profile was created as part of the EMT project. The EMT project proposed six competence areas, including translation service provision competence, language competence, intercultural competence, information mining competence, thematic competence and technology competence. Among them, a lot of emphasis is put on translation service provision competence, which focuses on the awareness of the social role of the translator, the market requirements, and how to deal with clients.

Meanwhile, Kelly (2014) proposed in her book *A Handbook for Translator Trainers* seven areas of translator competences. The seven areas include communicative and textual competence, cultural and intercultural competence, subject

area competence, professional and instrumental competence, attitudinal or psychophysiological competence, interpersonal competence and strategic competence. She asserts that these competences are desirable for graduates from translation courses.

Based on the studies of various researchers, this study has chosen to investigate four areas of translator competence, namely communicative competence, strategic competence, interpersonal competence and instrumental competence as they are strongly required for a capable professional translator, and they focus on different aspects. To explain, communicative competence focuses on linguistic and functional features of the translation; strategic competence focuses on problem solving, organization and planning, and revision skills in order to achieve the best translation process and product; interpersonal competence focuses on the interaction between different actors involved in the translation process, which contribute to effective team works; and instrumental competence focuses on the instruments used during the translation process to achieve good translation performance.

According to PACTE (2006), communicative competence is the competence in two languages, in terms of linguistic, discourse and sociolinguistic competence. Bell (1991) described translator competence as “a huge summation: target-language knowledge, text-type knowledge, source-language knowledge, subject area (“real-world”) knowledge, contrastive knowledge, then decoding and encoding skills summarized as “communicative competence” Therefore, communicative competence covers both linguistic and sociolinguistic knowledge, where the translators need to take into account such factors as translation purpose, audience and style into consideration.

Meanwhile, strategic competence is also essential for professional translators as it is procedural knowledge to guarantee the efficiency of the translation process and solve problem encountered (PACTE, 2011). It includes planning the process and carrying out the translation project, evaluating the process, identify translation problems and applying procedures to solve them (Kelly, 2014; PACTE, 2011). To provide a more profound description of strategic competence, Schaffner (2012) says that a good professional translator needs to know how to define stages and strategies for the translation of a document, how to define and evaluate translation problems and find appropriate solutions, know how to justify one’s translation choices and

decisions, how to master the appropriate metalanguage and how to proofread and revise a translation.

Interpersonal competence is of high importance for today's translation industry. Barros's (2011) survey results reveal that teamwork has become more and more important for present-day translators, and it justifies the need to implement teamwork in education and to study its use in translator training. According to Kelly (2014), since translation is increasingly a team activity, "the longstanding stereotype of the lonely translator sitting at home surrounded by books is nowadays quite unrepresentative of most translators' professional environments (p.76)." However, academic settings tend to promote individual work ethic, or competition among students, which is totally contradictory to the practice of professional translators. Therefore, to be in line with the professional world, interpersonal competence should be promoted and developed in students through the use of teamwork in the classroom.

Finally, instrumental competence is no less important to be possessed by professional translators. Kelly (2014) asserts that professional translators must be familiar with translation technologies, how to use them professionally, and also be able to appraise how they affect the translation process. These include communication and documentary research, word-processing, linguistic tools and resources and translation tools. In addition, initial results of research conducted by PACTE (2005) to test their model support their contention that the instrumental competence is characteristic of translation expertise, significantly distinguishing professional translators from non-professionals. White, Matteson and Abels (2008) rightly point out "with the growing global need for translation, [...] the time is opportune to study information needs and behaviors of professional translators (p.577)". In other words, there is a strong need for the investigation of technical and information behaviour, which involves how translators interact with the various tools and resources available to them in their working environments.

Competence	Details
Communicative competence	Knowledge and skills necessary for linguistic communication, both in terms of understanding in the source language and production in the target language. It also focuses on awareness of the purpose of translation task and the situation which results in the ability to produce an adequate target text.
Strategic competence	All the verbal and non-verbal individual procedures used to solve the problems found during the translation process, organizational and planning skills, monitoring, self-assessment and revision.
Interpersonal competence	The ability to work with other professionals involved in translation process, including translators, editors, documentary researchers, terminologists, project managers, and other actors, such as clients, initiators, authors, users, and subject area experts. It also covers teamwork, negotiation skills and leadership skills.
Instrumental competence	The ability to effectively use documentation sources as well as information and communication technologies, such as dictionaries, encyclopaedias, grammars, style books, parallel texts, electronic corpora, searchers, etc. to carry out translation tasks.

Table 2.1: Description of communicative competence, strategic competence, interpersonal competence, and instrumental competence (adapted from Kelly, 2014)

Despite the fact that translator competences are essential for one to become a professional translator, most universities worldwide do not place much importance on promoting them in their translator training. This has resulted in mismatches between academic input and industrial needs (Kiraly, 2005; Olan, 2007). Ho (2015) asserted that translator education should prepare the trainees to meet the recruitment criteria for professional translators set by the job market. In other words, translation teachers have an obligation to train competent translation specialists and make their performance accountable. Otherwise, a translation program shall be regarded as a failure if it is unable to supply competent language experts who are able to meet the expectations of potential employers in the job market.

In order to meet the job market needs, it is very necessary to redesign the translation classroom to focus more on the roles of the students, not the teacher. The students should have an opportunity to learn from real life experience, discussions and exchanges of knowledge, rather than being transmitted knowledge purely from the teacher. To address this concern, the social constructivist approach has recently come into play in translator training.

2.3 Social constructivist approach to translation education

The recent development of translator training is underpinned by the social constructivist approach proposed by Kiraly (2000). This perspective is rooted from Vygotsky's (1978) concept of constructivism, which held that social interaction plays a fundamental role in the process of cognitive development. Unlike Piaget's notion that children's development must necessarily precede their learning, Vygotsky argued, *"learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function"* (1978, p. 90). In other words, social learning tends to precede development. According to Varney (2009), social constructivist approach converts social action into practical situated action. Learners have an opportunity to work together in small groups, and occasionally consult the instructor who serves as the guide or facilitator. This approach fosters collaboration both between learners themselves, and between learners and the instructor. Through this approach, the participants tend to fully develop autonomy, empowerment, curiosity and creativity. Coren (1997) asserted that learners with curiosity tend to take more responsibility for their own learning, so the learning process becomes more

meaningful from the learners' development of personal interest in the material under study.

Kiraly published a book entitled *A social constructivist approach to translation education* in 2000. In his book, social constructivism was a foundation of translation studies pedagogy. Unlike knowledge transmission paradigm where knowledge can easily be transferred from one person to another, social constructivists held that a translator should be active to understand and discover the knowledge they are acquiring. Revolved around the ideas of learner-centered approach and autonomous learning, the classroom should be practice-based where students find their own ways to solve problems and discuss what they are doing in groups. There are several key principles to social-constructivist education proposed by Kiraly. These include multiple realities and multiple perspectives, collaborative learning, appropriation, the zone of proximal development, situating learning, viability, scaffolding, and socio-cognitive apprenticeship.

Multiple realities and multiple perspectives

Under this concept, the individual is never alone but learns to communicate and think by sharing, comparing and contrasting perspectives with other members in the community. The exchange of multiple realities in such social environment will then lead to debate, negotiation, change, and growth in the individual perspective. Therefore, it is very essential for the translation teachers to be practicing translators themselves. If teachers encourage the exchange of viewpoints between many concerned people, such as students, colleagues and professionals, teaching will be a beneficial process of perspective sharing rather than a one-way transmission process.

Collaborative learning

According to Kiraly (2000), to foster the exchange of multiple realities and perspectives, collaborative learning serves this purpose well. That is, the collaboration between peers and teachers can create meaning among themselves and then it can be transferred to individual meaning. Collaborative learning in this case means more than dividing up tasks for individuals, but the joint accomplishment of a task with the goals to make meaning in the group and individually. A great advantage of collaborative learning is an opportunity to take part in activities revolving around problems which reflect the real world situations. To explain, students can cooperate to work and find

their own sub-tasks, and learn to make meanings of their own. This will result in lifelong learning skills which the students can maintain after they leave the course or institution.

Appropriation

According to Leont'ev (1981), the concept of appropriation is the process where interpersonal knowledge becomes intra-personal knowledge. Newman, Denis, Griffin, & Cole (1989) stated that appropriation is a reciprocal process. In the classroom context, the teacher can appropriate the learners' viewpoints to promote the teaching-learning dialogue. Teachers can provide students with valuable alternative perspectives on knowledge they already had by picking up learners' ideas, re-contextualizing them, and reinserting them into the classroom discourse. Therefore, appropriation is a mutually constructive process revolving around a dialogue between an individual and his/her social, cultural, and physical environment.

The zone of proximal development

Based on Vygotsky (1994)'s theory, an essential feature of learning is the fact that it creates the zone of proximal development. He asserted that learning leads to various internal developmental processes which can operate when a person is interacting with people in his environment and in cooperation with peers. When the processes are internalized, they become part of the person's developmental achievement." Kiraly (2000) also emphasizes guidance as a fundamental factor during this stage. The early stages of learning require assisted performance, which will decline as competence in the tasks increases. Finally, the learner will be capable of self-directed assistance without external intervention. The zone of proximal development focuses on the role of the instructor as a guide rather than a distributor of knowledge, and a shift from assisted performance to independent competence.

Situating learning

What Kiraly (2000) means by situating learning is "*leaving the event that is to be studied within an authentic situational environment* (p.43)." From this perspective, knowledge to be passed on to students cannot be extracted from the learning experiences of the teachers. Knowledge can't be separated from the activities where knowledge itself is the product (Bredo, 1994). People don't learn from absorbing information, but from navigating with others under certain environment. Thus, the

object of education should not be limited to inputting information, but involve the use of such information in interaction with the environment (Risku, 2016). In the case of translation, for example, the learning of professional translation skills would best be achieved through the collaborative undertaking of professional translation tasks under the guidance of a professional translator.

Viability

According to Kiraly (2000), viability is important to the constructivist education as it emphasizes the key understanding that the aim of learning is to develop tools that enable us to function well in terms of physical reality and the socio-cultural environment where we are part of, not to get closer to the truth. Our understandings are gradually and continuously refined and shaped during the lifetime. To clarify, this perspective on learning in translator education acknowledges the fact that what is regarded as acceptable practice today might change and be replaced by a new set of norms in the future. The viability approach is a rejection to fixed meanings and encourages learners to develop flexibility in attitudes towards knowledge (Varney, 2009).

Scaffolding

Scaffolding refers to the support offered to learners by the teacher in collaboratively constructing mental models. According to Dewey (1897), to achieve successful scaffolding, instructors should try to understand each individual learner's learning profile. With an attempt to understand what the learner thinks, the instructor will be able to help him or her more effectively to construct knowledge based on his or her way of learning. Kiraly (2000) also asserted that appropriate scaffolding will lead students to autonomous action and learning. It will then allow the teacher to work with many groups at the same time. The teacher can provide scaffolds to help a particular group to overcome their problems, and move on to the next group.

Socio-cognitive apprenticeship

Scaffolding has led to the cognitive apprenticeship technique (Kiraly, 2000). Brown et al (1989) held that apprenticeship refers to situated modeling, coaching, and fading. Teachers try to promote learning by making their tacit knowledge explicit or by modeling their strategies for students in authentic activities. Teachers then support students in doing their task, and empower them to continue doing it independently.

When the students have grasped the target skill, the teachers reduce their participation, and provide only limited feedback to the students. According to Kiraly (2000), to develop such learning autonomy, students need to develop the ability to reflect on their own work and compare it to the performance of professionals. In other words, the success of socio-cognitive apprenticeship depends on the ability to monitor one's own progress and make changes without guidance. This reflective capacity is essential in the professional world after graduation as employers expect a translator to work independently, solve new arising problems, be a productive team member who is capable of learning collaboratively within the firm.

We could say that Kiraly's social constructivist approach is a total shift from transmissionist classroom to the transformational one, as evident in the comparison between these two approaches in the table below:

Transmission Perspective	Transformation Perspective
Knowledge is transferred	Knowledge is constructed
Learner is a student and client	Learner is a whole person
Teacher should be in control	Student should be in control
Knowledge is public	Knowledge is private
Motivation is extrinsic	Motivation is intrinsic
Learning is molecular	Learning is holistic
Learning characteristics are shared	Every learner is unique
Learning is individual	Learning is social
Knowledge is content	Knowledge is a process

Table 2.2: The dichotomous parameters of the two ends – transmission and transformation perspectives (Davies, 2004)

2.4 Collaborative learning

Collaborative learning is grounded under social constructivism. Social constructivists believe that reality is not entirely external and independent of individual conceptions but rather is produced and understood through interchanges between people, shared objects, and activities as individuals make and experience meaning together (Barkley, Major & Cross, 2014). The benefits of collaborative

learning are abundant. As pointed out by Barkley, Major and Cross , by using collaborative learning, students learn by integrating new information into their existing understandings, learn through scaffolded activities, learn through imitating others, learn through interacting with others, and learn when they seek understanding. In addition, Kelly (2014) claims that teamwork promotes the acquisition of interpersonal skills as well as entailing a personal and social experience for students.

Fink (2002) discussed the use of cooperative learning in his work. For cooperative learning, carefully planned and structured group activities are used by inserting small group activities into preexisting course materials. In addition, the emphasis is put on accountability, group formation, student roles, etc., and the structure of the course does not change. In general, this approach focuses on a series of group activities related to particular lessons to be taught. If the course was formerly a lecture or discussion course, it can stay in the same format as the planning is focused on a series of small group activities associated with a particular lesson.

Dolmans, Michaelsen, Merriënboer, and Vleuten (2015) discussed problem-based learning in their articles. Under this approach, problems are the stimulus for learning. That is, the students work simultaneously on the same professionally relevant problems, with facilitation of one teacher per group. At the early stage of group discussion, students generate issues that require further self-study, study the same issues during individual self-study, and come back to discuss the findings from self-study. As for group forming, students are randomly assigned in to each group of six to ten students and stay together for six to ten weeks. During this period, a small number lectures are arranged after individual self-study and the final group discussion.

Roessingh and Chambers (2011) adopted project-based learning in their work. They mentioned guiding principles for project-based instructional design. These include the requirement of content area expertise and pedagogical competence for the instructor as the instructor is in charge of determining the learning objectives, core content, tasks, and assessment strategies. In addition, project-based learning is normally organized around essential questions or problems, so such questions or problems must be clear as it will serve as a guide for performing learning tasks. The learning tasks of project-based learning are commonly authentic and engaging.

According to Davis, Sumara, and Luce-Kapler (2000), learning tasks must accommodate learners' interests, experiences, and knowledge, and provide organized direction to the learning process at the same time. Also, it is recommended that each project should be sequenced to promote the joint efforts of the learning community, learners and the instructor in order to arrive at a solution to the proposed question or problem (Helle et al., 2006).

Despite the benefits of collaborative learning in general, there are also some drawbacks mentioned by many scholars, including the lack of participation of some team members and the dominant attitude of some members, especially self-confident students (Johnson and Johnson, 1994). In addition, Kiraly (2000) also highlight a tendency in which weak students usually benefit from the most advanced ones, whilst the opposite rarely occurs. Furthermore, sometimes students find it difficult to trust the other team members, since some of them prefer to work individually and are not motivated to work as a team. Klimkowski (2006) claims that inappropriate teamwork performance may cause difficulties in coordinating the project and attaining the planned goals.

2.5 Towards team-based learning

Due to the abovementioned drawbacks of collaborative learning, another newly introduced approach called team-based learning has recently been adopted in various classroom contexts. Fink (2002) stated that for team-based learning, small group work is regarded as the primary in-class activity, which requires procedures to support the newly formed groups into high performance learning teams. Also, team-based learning requires a change in the course structure. Team-based learning is regarded as a particular instructional strategy with coherent sequenced activities, not a series of independent small group activities unlike other forms of collaborative learning.

Team-based learning could serve as a new learning approach to eliminate concerns over team's unequal contribution. Team-based learning needs to be carried out in a specific sequence and involves feedback which is designed to transform individual students into high performance learning teams where participants know each other, need each other, and hold each other accountable for preparation and contribution (Sweet, M & Michaelsen, K., 2012). Team-based learning is composed

of four main elements, including proper teams, Readiness Assurance Process (RAP), application activities and accountability, each of which can be clarified as follows:

Proper team

The first element of TBL is that teams must be properly formed and managed. According to Sweet and Michaelsen (2012), it is very important that teachers strategically arrange students into balanced teams by considering such factors as previous coursework in the discipline or professional experience in the field. This is to make sure that students with different performances are distributed evenly across teams. In addition, as team-based learning assignments involve highly challenging tasks, the teams should be large enough to maximize the intellectual resources, or about 5-7 members (Michaelsen, 2002). Teams must also be permanent throughout the course as a lot of time is required for each team to function effectively. According to Wheelan (2004), at the beginning, it takes time for students to be acquainted with one another and find their place in the group. Only after relationships and group norms have developed will the group's collective capacity become more available for problem solving tasks.

Readiness Assurance Process (RAP)

Under the team-based learning approach, students' preparedness before class is very essential. In TBL, Readiness Assurance Process (RAP) is adopted to ensure such motivation. Under this process, the instructor assigns preparatory materials to the students before each lesson. Then, when they come to class, they are required to take an individual multiple-choice test called Individual Readiness Assurance Test (iRAT) based on such preparatory materials. After that, they have to retake the same test in their teams (Team Readiness Assurance Test (tRAT)). After that, all teams are encouraged and allowed opportunities to appeal any question that they disagree with, using a structured written process known as the Appeals Process. The instructor then ends the RAP by providing a short mini-lecture or clarification on any specific problematic issues (Sibley & Ostafichuk, 2014; Sweet & Michaelsen, 2012).

Application activities

The next step is applying course concepts learned from the preparatory materials in the real situation. Application activities directly build on the students' individual preparation and their subsequent learning during the RAP (Sibley &

Ostafichuk, 2014). According to Michaelsen and Sweet (2008), team assignments must be designed in a way to promote both learning and team development by ensuring that they require group interaction. The best application activities must encourage discussions within teams and between teams when the groups report their decisions (Sweet and Michaelsen, 2012). Moreover, Michaelsen and Knight (2002) stated that assignments that promote group cohesiveness consist of five key variables, including ensuring individual accountability through the use of an initial group task that requires pre-work and contribution from all group members; promoting close physical proximity by encouraging group members to do things together, particularly through in-class group work; promoting discussion among team members by asking students to apply a rule or solve a challenging problem which requires students to use a broad range of intellectual skills; providing teams with meaningful feedback by providing team members with immediate and meaningful feedback, which will be particularly powerful when it is compared with other teams dealing with the same problem; and rewarding group success by including group performance in the grading system so that students are motivated to do group work actively and effectively.

In addition to the general concept of good assignments mentioned earlier, the TBL uses the 4S framework to design and implement effective problem solving in the classroom. They include significant problem, same problem, specific choice, and simultaneous report. To clarify, significant problem means the problem must be meaningful to the course and challenging enough to promote participation of all the team members. Same problem means that the entire class has an opportunity to work on the same problem at the same time as it will result in a greater engagement and investment during the class discussion. Specific choice means that the teams should express their specific decisions or solutions to a problem to promote prompt discussions when conflicting ideas are found among teams. Finally, simultaneous reporting is believed to encourage team accountability as each team knows that its response will be available for all to see. Moreover, it promotes fairness since there is no opportunity for later teams to unfairly modify their answer based on the responses of earlier teams.

Based on such 4S framework, the application activity will include four stages, namely exercise introduction, team discussion and worktime, simultaneous reporting,

and class discussion. When the exercise is introduced, required materials are given to each team to complete the task. The introduction is also used to equip teams with the information on the activity in terms of the time available and the resources, applicable knowledge, and skills they should draw from. Meanwhile, the team discussion and work time is the time for teams to complete the activity. This is where teams apply the course material to study the significant problem and make their specific choice. This is also the time when teams prepare what is needed to report their choice. After all the teams complete the task, they need to do simultaneous reporting where the different team choices or responses to the problem are revealed to the class. This reporting is followed by class discussion. It is where teams have an opportunity to examine other teams' methodology and challenge their decision. This requires that teams must be prepared to defend their own choices and decision-making process (Michaelsen & Sweet, 2008; Sibley & Ostafichuk, 2014; Sweet & Michaelsen, 2012)

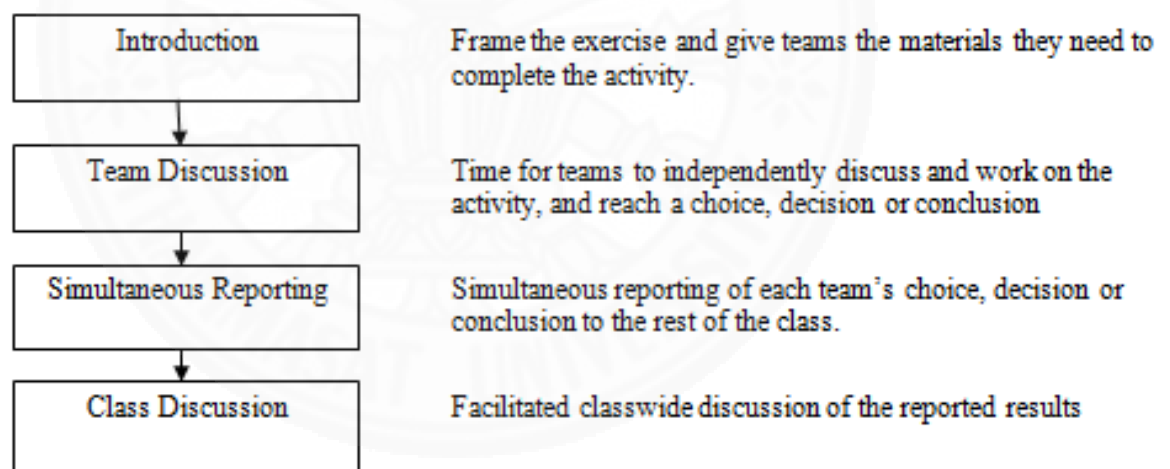
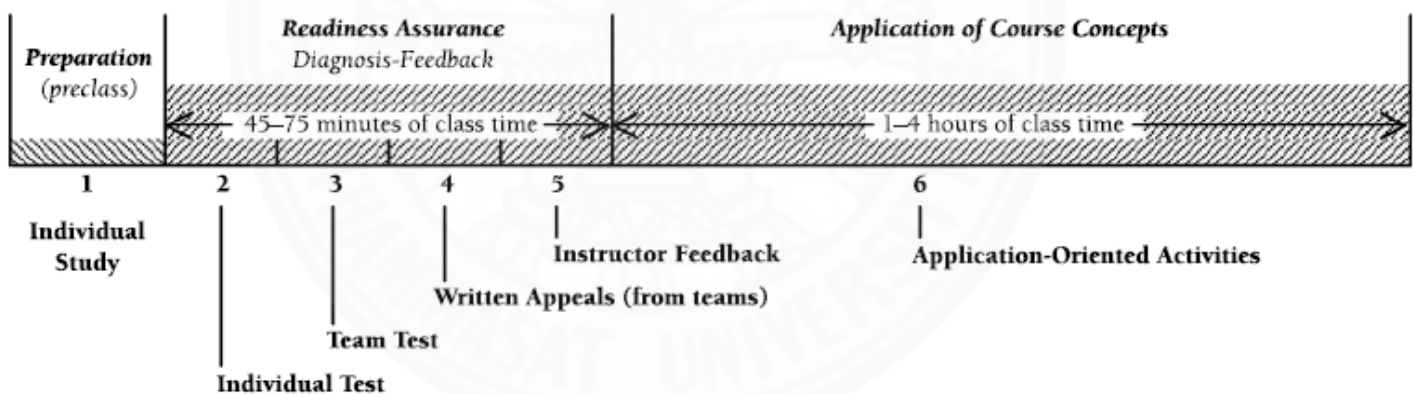


Figure 2.1: The stages of the application activity (Sibley & Ostafichuk, 2014)

Accountability

There are multiple accountability levels in a TBL course. This includes individual accountability to the instructor from the Readiness Assurance Test. However, what makes TBL so motivating is accountability to teammates (Sibley and Ostafichuk, 2014). Lack of preparation places clear limits on both individual learning

and team development. To make it clearer, if members of a team are not prepared to contribute to a complex group task, then the team as a whole is less likely to succeed. Furthermore, lack of preparation also obstructs cohesiveness development because those who make the effort to be prepared will not be pleased with carrying their peers' burden. As a result, the effective use of learning groups clearly requires that individual students be made accountable for class preparation (Michaelsen and Sweet, 2008). Due to the importance of accountability, formal peer evaluation is necessary (Sibley and Ostafichuk, 2014). According to Searby and Ewer (1997), students receive a number of benefits from engaging in the process of peer assessment and evaluation. That is, judgment by peers seems to provide a more significant motivator to produce high-quality work than the assessment of a single instructor. Also, when students become assessors themselves, they need to show a more thoughtful understanding of the processes involved in the activity.



Note: This sequence is repeated for each major instructional unit—typically five to seven per course.

Figure 2.2 Team-based instructional activity sequence (Michaelsen and Sweet, 2008)

2.6 Team-based learning in a translation classroom

Under this present study, the team-based learning approach is used for a translation classroom. Therefore, in addition to the general features of team-based learning, namely properly formed team, readiness assurance process, and accountability, the aspect that needs further clarification is application activities used under this specific context. Based on the social constructivist approach, the application activities in this translation classroom setting focus on real world

translation practice, which can be promoted by two important features, including authentic project works, and professional role simulation activities and professional translators' involvement.

Authentic project works

Kiraly (2005) put a great emphasis on implementing authentic translation projects to promote learner empowerment. This includes the use of real translation projects carried out for real clients, the selection of authentic translation texts commissioned in the real market, and working under time pressure. This changeover would create a shift in focus from static equivalence, where students act as passive learners to a myriad of real-world factors, which consist of professional responsibility, self-assessment, and time pressure, which could add real-world dimensions to traditional lifeless exercises. Difeng (2001) also pointed out that practical translation training should include authentic training materials and improved training methods. To explain, materials used in the real translation world and up-to-date materials should be adopted for practice. Another feature mentioned by Difeng is that authentic training should include the work on selective translation, such as abridged translation, summary translation and abstract translation as the translation world has greatly changed over the last few decades. That is, instead of assigning translators to do complete text-text translation, clients tend to require translators to do selective translation, such as oral-written or written-oral translation.

Professional role simulation activities and professional translators' involvement

Kelly (2014) said that professionalization on translator training courses can take a variety of forms. What is quite common is simulation of professional practice through realistic translation briefs, deadlines and other submission requirements. In addition, role-play might also be applied in a translation course where students assume different roles for different tasks. According to Hui (2013), she supported the use of role-play in a translation classroom as a way to bridge the gap between university training curricular and labour market demands. Her study suggests that it is essential that students acquire some experience of translator-client interaction before serving real clients in the translation industry in the future. Role-playing can serve as a useful pedagogical tool providing learners with an opportunity to learn about what is

at stake in the translation transaction and help them construct their own knowledge based on prior knowledge and achieve autonomy. Moreover, although team-based learning may substantially promote interactive classroom environment, the authenticity of learning may not occur without the involvement of professional translators. Drugan (2013) recommends various translator training techniques to meet the industry expectations, including the training on workflow and processes, tools and resources, quality assurance process, involving revision and editing, as well as providing career guidance to students. One of the issues pointed out by Drugan is that if training providers are to offer courses which keep up with the pace of change in the real world, the ongoing input from professionals is very essential.

Based on the above recommendations by experts, in addition to adherence to the general principle of team-based learning, namely properly formed team, readiness assurance process and peer evaluation, this study will incorporate into its application activities professional translators' involvement, role simulation and authentic works. The students will have a chance to be guided by the real professionals, particularly on the simulation of different professional roles involved in translation, which is the main activity of the course. In addition, the students will be exposed to authentic translation tasks assigned by professional translators and receive feedback on their performance through professional perspectives.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter aims to explain the research methodology employed in this study. There are 10 sections including (3.1) research context, (3.2) participants, (3.3) ethical consideration, (3.4) implementing team-based learning with professional translators' involvement, (3.5) research design, (3.6) research procedures, (3.7) research instruments, (3.8) data collection, (3.9) data analysis, (3.10) results of the pilot study, and (3.11) conclusion.

3.1 Research context

The study was conducted at the Faculty of Humanities of one public university in Bangkok, Thailand. This study was carried out in one course of the English Section, Department of Foreign Languages, entitled “Advanced Translation from Thai into English.” This course is a three-credit elective course for fourth-year English majored students. The students eligible to take this course were English majored students who had passed two prerequisite courses, namely Translation from English into Thai and Translation from Thai into English. This course lasted for 15 weeks of 45 class hours (two classes per week, each of which consisted of 1.5 hours).

To provide the reader with a brief background, the former instruction of this course was very different from the one under this study. That is, the course had been conducted in a conventional way, where the instructor gave lectures on certain translation issues, asked students to practice translating, and provided fixed answers. Then, each student was tested individually on translation tasks. Only at the end of the semester would the students get a chance to do a group project where they selected their own text to translate and make a presentation on their translation products, translation problems and solutions.

However, the course under this study adopted a different approach. First of all, the course objectives were clearly set, which were to (1) expose the students to translation of various text types, namely academic documents, audiovisual documents, documentaries, and novels, (2) promote the students' translator competence, and (3) raise the students' awareness of the translation profession to prepare them for the translation industry. Second, the concept of team-based learning was applied

throughout the semester where the students mostly performed translation tasks in teams, had an opportunity to share ideas within teams during the translation work and between teams through presentations, and their roles in the team were rotated across modules. Finally, a professional translator was invited to take part in each translation module to share their experience on translation of each text type and give feedback on the students' translation drafts.

The teaching methods and activities included readiness assurance process, discussions, professional translators' involvement, team translation using professional role simulation, individual translation, and presentation. The evaluation plan consisted of 20% for individual exercise, 20% for team translation, 15% for mid-term examination, 20% for final examination, 10% for individual project, 5% for readiness assurance test, and 5% for peer feedback.

3.2 Participants

The participants in this study were two sections of English majored students enrolling in Advanced Translation from Thai into English course, in which one section consisted of 7 students and another section 20 students. They previously attended at least two translation courses as prerequisites, including Translation from English into Thai and Translation from Thai into English, respectively. The students who chose to study in this course took translation as their minor subject, so it was assumed that they should have already possessed all the necessary basic translation skills and satisfactory translation proficiency.

Regarding the students' learning background, they were familiar with teacher-centered approach and individual work rather than student-centered and collaborative learning. When they first attended the orientation session of the course under this study, they seemed surprised to learn that quite a large portion of their score would be based on team assignment (in this case 30%, where 20% came from team translation, 5% from readiness assurance process, and 5% from peer feedback) as opposed to their former experience in other courses, where the team assignment accounted only for 5-15%.

Apart from informing the students about score distribution and activities to be carried out throughout the semester, the researcher also explained to them the details of the study and ethical issues. Consequently, 3 students out of 10 students enrolling

in Section 1 withdrew after the first week of the course. Meanwhile, for the other section, all the 20 enrolled students remained unchanged. The total remaining students from two sections were 27 students altogether, and all of them expressed their willingness to participate in the study by signing a consent form.

There were a number of activities the students had to go through upon their consent to participate in the study. First of all, they had to undergo the team forming process in order to carry out team translation throughout the semester. Next, in each module, the students needed to go through readiness assurance process and application activities. To clarify, readiness assurance process is the process where the students had to study a preparatory material, and take an individual test and a team test to prepare them for the upcoming translation assignment. Meanwhile, application activities refer to the activities for the students to apply the knowledge from preparatory materials and discussions in their real translation tasks. The major component of application activities was team translation task facilitated by a professional translator and the instructor through guidance or comments on their translation drafts. Another component of the application activities is presentation of the translation products, problems and solutions at the end of each module.

3.3 Ethical consideration

Since the participants of this study were human beings, ethical issues needed to be addressed. Upon completion of the proposal defense, all the necessary documents were sent to the Human Ethics Committees of Thammasat University for consideration. These included observation form, interview guide, peer feedback form, questionnaire, reflective journal, readiness assurance tests, pre-tests and post-tests. Finally, the researcher has been granted consent from the Human Ethics Committees of Thammasat University to conduct the study.

After being granted approval, the researcher sent a letter to the Department of Foreign Languages, where the study would be conducted to seek the Department's approval for carrying out this study. In addition, all the students were informed about the study and ethical issues. After all the important information was addressed, the students were asked to read and complete the information sheets and consent forms if they were willing to participate in the study.

3.4 Implementing team-based learning with professional translators’

involvement

Based on the mechanisms of team-based learning, the researcher (who was also the instructor) constructed the instructional procedures for the course entitled “Advanced Translation from Thai into English” with the details as follows:

3.4.1 Class activities

3.4.1.1 Preparation activities

Course introduction

On the first day of class, the researcher introduced the nature of the course and score distribution to the students. The students were informed about course objectives and the application of team-based learning with professional translators’ involvement. The students were asked to brainstorm and report on what they thought team-based learning was. Then the researcher provided them with clear explanations. In addition, to give the students a clear idea of how their assignments would be evaluated in this class, the researcher explained to them about the translation scoring rubric.

Team forming and professional practice workshop

On the second day of class, student teams were formed. At the beginning, the researcher aimed to assign the students into teams based on their performance in previous translation courses in order that each team would consist of members with mixed performance. However, in the real classroom situation, the students raised concern that they would feel more at ease working with someone they were familiar with as they would have to remain in the same team throughout the semester. Consequently, the students were allowed to form their own teams.

After group formation, the students were asked to sit with their team members and think about people involved in the translation process and share their ideas in class. Then, the researcher provided comments on their answers before displaying five roles – translator, editor, terminologist, document researcher and project manager through a visualizer projector. After that, the students were asked to write a work mechanism diagram for these roles on the whiteboard. Finally, the researcher gave a brief explanation of the coordination of these roles before

distributing handouts of role description to all the students as a reference document for their team translation assignments.

Role Description	
Role	Responsibilities
1. Project Manager	<p>-Receive translation briefs from the clients (in this context, the instructor or professional translator).</p> <p>-Define the client's needs.</p> <p>-Evaluate internal and external constraints.</p> <p>-Evaluate alternatives and options.</p> <p>During the feasibility study process, the project manager may inquire the client about:</p> <ul style="list-style-type: none"> • Translation's function • Translation' environment • Standards and format specifications • Reliability requirements • Technology to be used • The client's resources • Deadlines and possibility of meeting them <p>-Accept or reject the translation task</p> <p>-In case of rejecting the job, the whole negotiation process needs to be done again.</p> <p>In case of accepting the job, the project manager needs to start planning the working process.</p>
2. Translator	<p>-Study the texts to be translated.</p> <p>-Perform textual analysis.</p> <p>-List all the unknown terms or concepts and propose them to the terminologist for searching.</p> <p>-Perform translation with an aid from resources and tools proposed by the teammates (terminologist or document researcher)</p> <p>-List all the problems found during translation.</p>
3. Terminologist	<p>-Check translations for old terms (used in previous projects).</p> <p>-Identify new terms to be included in the term bank.</p> <ul style="list-style-type: none"> • Client-specific terminology • Subject-specific terms

	<ul style="list-style-type: none"> • Product-related names <p>-Search for the identified terms using various resources – documentary and online ones.</p>
4.Document Researcher	<p>-Find formerly used or existing templates.</p> <p>-Find parallel texts for references.</p> <p>-Check for any aids which help explain the translation context.</p>
5.Editor	<p>-Review and check the finished translation product done by the translator against the client’s specifications.</p> <p>-Notify or consult the translator in case potential errors or deviation from the specifications are found.</p> <p>-Revise the translation product based on the mutual agreement with the translator.</p>

Table 3.1: Role description

At the end of the second class, the students were asked to prepare for a mini professional practice workshop with an aim to familiarize the students with what they would encounter later in the course. The students were asked to discuss in their team about the roles to assume in the professional practice workshop, and record it in a work plan form.

In the next class, the students were assigned a translation task. The researcher gave each team a translation brief to work on a small translation project. The students needed to perform their own role based on the role description handout given earlier, and in the following class, each team had to present their translation products, problems and solutions in front of the classroom.

3.4.1.2 Activities in each module

The real translation module started after the first few weeks of preparation. Prior to each module, the students would be given a preparatory material to study for a small test. Each module covered 6 class days. Below are activities on each day.

Day 1: Readiness assurance process and pre-test

On this day, the focus was to check the students’ readiness for the module assignment. The students were asked to take an individual multiple-choice test over the preparatory material to check individual readiness. After that, the students had to take a team test with the same questions as those of the individual test,

with an aim to encourage team discussions. Upon completion of the team test, the researcher collected their answer sheets and revealed the answers. The students were encouraged to file a written appeal with evidence if they were suspicious of the answers. The last activity of Day 1 was to do a pre-test of the module in the form of translation task.

Day 2: Application activities: Professional translator's talk and source text analysis

On this day, a professional translator was invited to share her experience in working on a certain translation text type along with other translation-related issues. After the translator's talk, the students were given a translation brief to work on their team task. Each team would need to study the brief thoroughly and ask for clarification in case of doubt. After that, the students were asked to perform source text analysis for making translation decisions, such as register of language, cultural terms, etc. At this stage, the researcher and professional translator would walk around the room to listen to each team's discussion and provide guidance as necessary. After some discussion, the students needed to assign roles for each of the team members and performed their roles accordingly. Some students, such as terminologist and document researcher, could start their task early in order to prepare resources for their teammates to be used in the following class. Even the translator him/herself could start working on translation before coming to the next class.

Day 3: Application activities: Team translation (Draft 1)

The class time on the third day was devoted to team translation. Each team continued with their translation task based on the assigned role. For example, the translator translated the text using the resources found by the terminologist and document researcher; the terminologist and document researcher needed to be ready to assist the translator in finding more vocabulary or references; the editor must be ready to edit the work of the translator; and the project manager needed to ensure that the work was consistent with the translation brief and the whole translation process went well. The researcher observed the working process and ensured that each team moved towards the right direction and provided assistance as necessary. At the end of the session, the researcher reminded the student of the due date of the first draft.

Day 4: Application activities: Team translation (Draft 2)

On this day, the students in each team worked on their second draft. Prior to the class or in the class (depending on the pace of the professional translator's first draft review), each team would be given the comments on their first draft translation from the professional translator via email of the team's representative. The students had to create the second draft based on such comments or guidance. However, the students could defend their own ideas in case of disagreement. Since the translator was not present in the class during their translation activities, the researcher served as a mediator or the person passing messages to the translator. At the end of the class, the students were reminded of the due date of the second draft and other supporting documents, such as first-draft and its revision, report of translation problems and solutions, vocabulary list, links of resources and references, and work plan form.

Day 5: Application activities: Team presentation

On this day, each team had to make a presentation on their translation products, problems and solutions in front of the class. It served as a stage where the students could justify their translation decisions and give reflections on other teams' works. At the end of the session, the researcher wrapped up the session by reminding the students of important issues being discussed during the presentation and some comments by the translator.

Day 6: Individual exercise

On this day, the students were asked to take an individual test (which served as a post-test for the research). The test had a similar nature as the pre-test taken on the first day of each module. Upon completion of the test, the students were required to write a reflective journal with guided questions, and fill out the peer feedback form to rate each of their teammates' performance in that particular module.

3.4.2 Professional translator selection

The professional translators were selected based on three criteria. First, they must receive a master's degree in translation and have at least five years experience in working as a professional translator. Second, if without a master's degree in translation, they must have over ten years experience in working as a professional translator. Third, they must have experience in translating the text types

taught in this course. Based on these criteria, four professional translators were recruited for the course whose details are as follows:

The first translator holds a master's degree in translation with ten years work experience as a professional translator, and she has great experience in translation of academic documents, particularly research abstracts. The second translator holds a master's degree in translation with 13 years work experience as a professional translator, and her specialization was translation of movie subtitles. The third translator holds a master's degree in translation with 11 years work experience as a professional translator. She has translated many types of works, and documentaries are one of them. The fourth translator holds a bachelor's degree in communication arts, but has 15 years experience as a professional translator, who has continuously translated novels, particularly young-adult fictions, for certain publishing houses.

3.4.3 Teaching materials

The instructional instruments included in this study were lesson plans, preparatory materials, readiness assurance tests, work plan form, translation briefs, team translation source texts and translation scoring rubric. After the construction of these instruments, they were validated by three experts, one from the field of applied linguistics, one from the field of language teaching and one from the field of translation. After validation, the Item-Objective Congruence Index (IOC) with the score of +1 (appropriate), 0 (not sure) and -1 (not appropriate) were interpreted. If the mean score was less than 0.5, revision would be made based on the comments and suggestions of the experts.

This section is divided into seven sub-sections, including 3.4.3.1 lesson plans, 3.4.3.2 preparatory materials, 3.4.3.3 readiness assurance tests, 3.4.3.4 work plan form, 3.4.3.5, translation briefs, 3.4.3.6, team translation source text, and 3.4.3.7 translation scoring rubric.

3.4.3.1 Lesson plans (Appendix A)

(1) Construction of the lesson plans

The lesson plans were used to guide the whole learning activities throughout the semester. The lesson plans were constructed by the researcher based on the team-based learning concept, which mainly includes studying preparatory

materials, readiness assurance process, team translation, translator's involvement through experience sharing and commenting on team translation drafts. Each module had the same activity structure.

(2) Validation of the lesson plans (Appendix B)

The evaluation form was created for experts' validation. The criteria used for evaluating the lesson plans included its appropriateness in terms of objectives, instructional procedures, activity sequences, instructional materials, as well as the inclusion of essential elements and clear use of language.

Item	Expert (N=3)			Total	IOC	Interpretation
	1	2	3			
1. The objectives of the lesson plans are appropriate.	+1	+1	+1	3	1	Accepted
2. The instructional procedures in the lesson plans are appropriate.	+1	+1	+1	3	1	Accepted
3. The sequences of activities in the lesson plan are appropriate.	+1	+1	+1	3	1	Accepted
4. Time allowed for each activity is appropriate.	+1	0	+1	2	0.66	Accepted
5. The instructional materials used in the lesson plans are appropriate.	+1	+1	+1	3	1	Accepted
6. The lesson plans include all essential elements.	+1	+1	+1	3	1	Accepted
7. The language used in the lesson plans is clear.	+1	+1	+1	3	1	Accepted

Table 3.2 Scores of the Item-Objective Congruence Index of the lesson plans

The results from the analysis of IOC indicated that the lesson plans were justified as the mean scores of all items were not less than 0.5. However, the experts gave some useful comments for further consideration. One expert wasn't so convinced about the usefulness of a terminologist and a document researcher's roles as the translator would have to select suitable definitions by himself/herself anyway. The expert also added that it would be better to have two translators for each assignment who could work on a longer text, and the editor would learn how to keep the translation consistent. In addition, the expert suggested that when the students had to make a presentation on their translation products, problems and solutions, the researcher should encourage them to include non-linguistic challenges, such as problems with time management or limited resources to reflect real-life problems

sometimes faced by professional translators. Meanwhile, another expert reflected that the appropriateness of time allowed for each activity depended on text length and level of difficulty. Based on the experts' suggestions, the researcher allowed the students to design the team working mechanism on their own with regard to the number of students performing each role. In addition, the researcher encouraged each team to cover both linguistic and non-linguistic elements in their translation presentation at the end of each module. Finally, the researcher revised some instructional materials to ensure that they were appropriate for the time set.

3.4.3.2 Preparatory materials (Appendix C)

(1) Construction of the preparatory materials

The preparatory materials were compiled as sources of background knowledge to be applied by the students in their team translation task. The preparatory materials involved important information on each type of translation for each module along with technical knowledge, such as textual analysis and translation techniques. The students needed to study a preparatory material prior to the start of each module.

(2) Validation of the preparatory materials (Appendix D)

The criteria in the evaluation form for preparatory materials included its usefulness for application in the translation task, its appropriateness in length, and level of difficulty.

Item	Expert (N=3)			Total	IOC	Interpretation
	1	2	3			
Module 1						
1. The preparatory material is useful for the translation task of the module.	+1	0	+1	2	0.66	Accepted
2. The preparatory has appropriate length.	+1	+1	+1	3	1	Accepted
3. The preparatory has appropriate level of difficulty.	+1	+1	+1	3	1	Accepted
Module 2						
1. The preparatory material is useful for the translation task of the module.	+1	+1	+1	3	1	Accepted
2. The preparatory has appropriate length.	0	0	+1	1	0.33	Revised
3. The preparatory has appropriate level of difficulty.	0	+1	0	1	0.33	Revised
Module 3						

1. The preparatory material is useful for the translation task of the module.	+1	+1	+1	3	1	Accepted
2. The preparatory has appropriate length.	+1	+1	+1	3	1	Accepted
3. The preparatory has appropriate level of difficulty.	+1	+1	+1	3	1	Accepted
Module 4						
1. The preparatory material is useful for the translation task of the module.	+1	+1	+1	3	1	Accepted
2. The preparatory has appropriate length.	+1	+1	+1	3	1	Accepted
3. The preparatory has appropriate level of difficulty.	+1	+1	+1	3	1	Accepted

Table 3.3 Scores of the Item-Objective Congruence Index of the preparatory materials

The results from the analysis of IOC indicated that the preparatory materials for Module 2 needed to be revised in terms of their length and level of difficulty as the mean score of this item was at 0.33, which was less than 0.5. One expert raised concern over the length of the first two modules' preparatory materials. She commented that the length of the preparatory material was a little longer than what was necessary, and that if the purpose was to test the students' understanding, they should not have to read an entire chapter just to answer 10 questions. Another expert also commented on the length of the preparatory materials of the first two modules. He commented that the texts were too long and frustrating to read. In addition, the preparatory material for Module 2 was too difficult to understand. Based on the experts' comments, the researcher revised the preparatory materials in the first two modules to be more concise and simplified.

3.4.3.3 Readiness assurance test (Appendix E)

(1) Construction of the readiness assurance test

The readiness assurance tests were constructed to test the students' understanding about the preparatory materials. The tests were constructed based on the techniques specified by Sibley and Ostafichuk (2014). They held that "The RAP fits into the backward-design process. You need to first identify the problems you want students to be able to solve and the classroom situations that you need to create, so the students can both solve the problems and show you what they have learned (p. 88). In addition, they also suggested the use of Bloom's Taxonomy for generating the test items. A readiness assurance test was conducted in the first

class of each module. Two tests, namely individual readiness assurance test (iRAT) and team readiness assurance test (tRAT) were given with the same questions. The iRAT test reflected each individual student's understanding of the preparatory materials while the tRAT encouraged the students to discuss their ideas within team. The tRAT of each module accounted for 1.25% of the course grade.

(2) Validation of the readiness assurance test (Appendix F)

The criteria in the evaluation form for readiness assurance tests included its reflection of the important points of the preparatory material, its usefulness for the subsequent translation task, its clarity, and its sequencing.

Item	Expert (N=3)			Total	IOC	Interpretation
	1	2	3			
Module 1						
1. The readiness assurance test reflected the important points of the preparatory material.	+1	+1	+1	3	1	Accepted
2. The readiness assurance test was useful for carrying out the translation task.	+1	0	+1	2	0.66	Accepted
3. The readiness assurance test items were clear.	+1	+1	+1	3	1	Accepted
4. The sequence of the readiness assurance test was appropriate.	0	+1	+1	2	0.66	Accepted
Module 2						
1. The readiness assurance test reflected the important points of the preparatory material.	+1	+1	+1	3	1	Accepted
2. The readiness assurance test was useful for carrying out the translation task.	0	0	+1	1	0.33	Revised
3. The readiness assurance test items were clear.	+1	+1	+1	3	1	Accepted
4. The sequences of the readiness assurance test were appropriate.	+1	+1	+1	3	1	Accepted
Module 3						
1. The readiness assurance test reflected the important points of the preparatory material.	+1	+1	+1	3	1	Accepted
2. The readiness assurance test was useful for carrying out the translation task.	+1	0	+1	2	0.66	Accepted
3. The readiness assurance test items were clear.	+1	+1	+1	3	1	Accepted
4. The sequences of the readiness assurance test	+1	+1	+1	3	1	Accepted

were appropriate.						
Module 4						
1. The readiness assurance test reflected the important points of the preparatory material.	+1	+1	+1	3	1	Accepted
2. The readiness assurance test was useful for carrying out the translation task.	+1	+1	+1	3	1	Accepted
3. The readiness assurance test items were clear.	+1	+1	+1	3	1	Accepted
4. The sequences of the readiness assurance test were appropriate.	+1	+1	+1	3	1	Accepted

Table 3.4 Scores of the Item-Objective Congruence Index of the readiness assurance tests

The results from the analysis of IOC indicated that the readiness assurance test for Module 2 needed to be revised in terms of usefulness for carrying out the translation task as the mean score of this item was at 0.33, which was less than 0.5. An expert raised concern about usefulness of the readiness assurance test for the subsequent translation task. She said that some test items asked about definition of technical terms, which might not be so useful for the translation task, and that the test should be designed in a way to facilitate the students to perform the translation task more effectively, such as the test items asking about techniques of translation. Another expert also talked about the usefulness of the test by reflecting that the test should be created in the form of open-ended questions to allow the students a chance to express their opinions more freely. In response to the experts' suggestions, the researcher tried to improve the test items to include more questions on the translation techniques used for specific text type. However, the researcher still kept the questions in a multiple-choice format as the test was aimed at equipping the students with some background knowledge of the translation text type under limited time.

3.4.3.4 Work plan form (Appendix G)

(1) Construction of the work plan form

The work plan form was used for recording working mechanisms of each team in each module to ensure that the students were committed to the team as there was evidence of their mutual agreement of the working process

and duty. The work plan form was designed to include module, names of students performing each role, major responsibilities of each person, due date, and evidence to prove each student's contribution to the team. This work plan form was given to the students at the beginning of each module for the team members to record their commitment to the work. It needed to be submitted to the instructor together with other artifacts, including translation product, draft and revision, glossary, and links to resources at the end of each module.

(2) Validation of the work plan form (Appendix H)

The criteria in the evaluation form for work plan form included its coverage of necessary elements for the students' planning activities, appropriateness of the format and clarity of the language used.

Item	Expert (N=3)			Total	IOC	Interpretation
	1	2	3			
1. The work plan form contains necessary elements for the students' planning activities.	+1	+1	+1	3	1	Accepted
2. The format of the work plan form is appropriate.	+1	+1	+1	3	1	Accepted
3. The language is clear.	+1	+1	+1	3	1	Accepted

Table 3.5 Scores of the Item-Objective Congruence Index of the work plan form

The results from the analysis of IOC indicated that the work plan form was justified as the mean score for all items were 1, which is higher than 0.5.

3.4.3.5 Translation brief (Appendix I)

(1) Construction of the translation brief

The translation brief was used for assigning a task to the student to ensure that the student's work meets the translation requirements. The translation brief form was designed to include module, directions of the task, specifications of the task, format, submission and suggested resources. The translation brief form was given to each team before the application activities of each module. The necessary information for performing the translation task was present in the translation brief form.

(2) Validation of the translation brief (Appendix J)

The criteria in the evaluation form for the translation brief form included its coverage of necessary elements for task assignment, appropriateness of the format and clarity of the language used.

Item	Expert (N=3)			Total	IOC	Interpretation
	1	2	3			
1. The translation brief form contains necessary elements for the task assignment.	+1	+1	+1	3	1	Accepted
2. The format of the translation brief form is appropriate.	+1	+1	+1	3	1	Accepted
3. The language is clear.	+1	+1	+1	3	1	Accepted

Table 3.6 Scores of the Item-Objective Congruence Index of the translation brief form

The results from the analysis of IOC indicated that the translation brief form was justified as the mean score for all items were 1, which is higher than 0.5.

3.4.3.6 Team translation source texts (Appendix K)

(1) Construction of team translation source texts

The team translation source texts were adapted from reliable resources to reflect the type of works really commissioned for translation in the real world. For example, for Module 1, the research abstract assigned for the students to translate in team came from the real work hired for translation.

(2) Validation of team translation source texts (Appendix L)

The criteria in the evaluation form for the team translation sources text included its coverage of important elements representing the text type, and appropriate length and difficulties.

Item	Expert (N=3)			Total	IOC	Interpretation
	1	2	3			
Module 1						
1. The team translation source text contains important elements representing its text type.	+1	0	+1	2	0.66	Accepted
2. The length of the team translation source text is appropriate.	+1	+1	+1	3	1	Accepted

3. The team translation source text has appropriate level of difficulty.	+1	+1	+1	3	1	Accepted
Module 2						
1. The team translation source text contains important elements representing its text type.	+1	+1	+1	3	1	Accepted
2. The length of the team translation source text is appropriate.	+1	+1	+1	3	1	Accepted
3. The team translation source text has appropriate level of difficulty.	+1	+1	+1	3	1	Accepted
Module 3						
1. The team translation source text contains important elements representing its text type.	+1	+1	+1	3	1	Accepted
2. The length of the team translation source text is appropriate.	+1	+1	+1	3	1	Accepted
3. The team translation source text has appropriate level of difficulty.	+1	+1	+1	3	1	Accepted
Module 4						
1. The team translation source text contains important elements representing its text type.	+1	+1	+1	3	1	Accepted
2. The length of the team translation source text is appropriate.	+1	+1	+1	3	1	Accepted
3. The team translation source text has appropriate level of difficulty.	+1	+1	+1	3	1	Accepted

Table 3.7 Scores of the Item-Objective Congruence Index of the team translation source texts

The results from the analysis of IOC indicated that the team translation source texts for all the modules were justified as the mean score of all items were higher than 0.5. However, an expert added some useful comments on the team translation source text for Module 1: Translation of Academic of Documents that the content of the source text looked different from general research abstracts as the content was a little bit too long with the research results listed in numbers, which could hardly be found in general abstracts. However, after consulting with the professional translator, the researcher decided to keep the same source text as the professional translator reflected that this could serve as an opportunity for the students

to ask questions regarding the format of the abstract, and that the translator had been through this kind of experience before, where she solved problems by asking the client directly if the format should be kept the same as the source text. As for the length of the source text, the researcher thought it was appropriate for team translation as the students had more time to work on this task when compared with individual tasks.

3.4.3.7 Scoring rubric (Appendix M)

(1) Construction of the scoring rubric

The scoring rubric was adopted from American Translators Association Certification Program Rubric for Grading as it covered the areas of communicative competence to be tested in this study. It consisted of four main dimensions, namely usefulness/transfer, terminology/style, idiomatic writing, and target mechanics, respectively, which were measured against the ideal performance defined for each respective dimension in the “Standard” row.

(2) Validation of the scoring rubric (Appendix N)

The evaluation form was created for experts’ validation. The criteria used for evaluating the scoring rubric included its practicality in answering the research question, the appropriateness of dimensions covered, appropriateness of the scale for each dimension, and the appropriateness of the score awarded for each scale.

Item	Expert (N=3)			Total	IOC	Interpretation
	1	2	3			
1. The scoring rubric is practical in answering the research question.	+1	+1	+1	3	1	Accepted
2. The dimensions (usefulness/transfer, terminology/style, idiomatic writing/ target mechanics) of the rubric are appropriate.	+1	+1	+1	3	1	Accepted
3. The scale for each dimension is appropriate.	+1	+1	+1	3	1	Accepted
4. The score given for each scale is appropriate	+1	+1	+1	3	1	Accepted

Table 3.8 Scores of the Item-Objective Congruence Index of the translation scoring rubric

The results from the analysis of IOC indicated that the scoring rubric was justified as the mean score of all items was at 1, which is higher than 0.5.

An expert commented that the scoring rubric looked workable as it seemed to evaluate the overall value of the product, not just certain specific points. However, she noted that the evaluator should clearly and fully understand the descriptors as some of the descriptions were slightly similar and some were a little subjective, for example the difference between an error that “slightly obscures” the meaning and the one that “obscures” the meaning. Meanwhile, another expert asked question about the room for evaluating translation of culture-related terms in the scoring rubric. In response to the concern of the first expert, prior to the start of each module, the researcher discussed with each invited professional translator about the scoring rubric to reach mutual understanding about grading the students’ team translation tasks. Regarding culture-related terms in the scoring rubric, this feature is already covered under the terminology/style dimension of the rubric.

3.5 Research design

This study is a one-group pretest-posttest design. This study employed the concurrent triangulation strategy, where the researcher converged quantitative and qualitative data for thorough analysis of the research problems. The researcher collected both forms of data at the same time during the study and then integrated the information in the interpretation of the overall results (Cresswell, 2003). For this strategy, the interpretation indicated either a lack of convergence or convergence that strengthened knowledge claims. In addition, data integration could also occur during analysis. Its primary purpose was for confirmation or cross-validation within a single study (Terrell, 2012).

Concurrent Triangulation Strategy

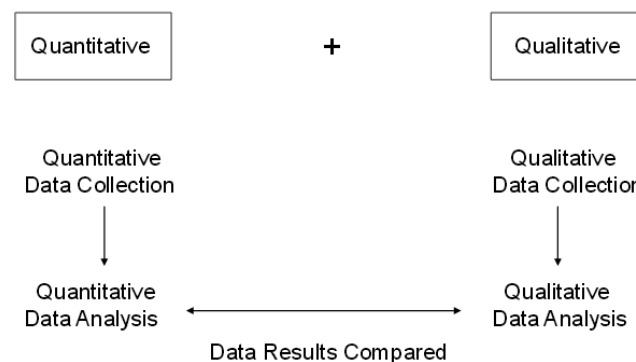


Figure 3.1: Concurrent triangulation strategy by Terrell (2012)

3.6 Research procedures

This study consisted of four steps – development of the instructional procedures, pilot study, main study, and data analysis and interpretation. Each step can be explained as follows:

Step 1: Development of instructional procedures

In this step, the researcher reviewed literature on translator training, translation pedagogy, translation industry, translator competence, collaborative learning, and team-based learning in order to develop translation instructional procedures which helped promote authentic learning experience for the students and helped equip students with hands-on professional experience to prepare them for the professional world. In addition, to elicit more insightful information, the researcher interviewed professional translators about their experience as a translation student and as a professional translator to see if there are any mismatches between academic and professional worlds. Based on literature review and interviews with professional translators, the researcher created instructional procedures and instruments for teaching translation as well as constructed research instruments for data collection. After all the materials and instruments were constructed, the researcher consulted with the thesis advisor and experts in translation, language education and applied linguistics to evaluate the materials and instruments.

Step 2: Pilot study

The pilot study was conducted in a course entitled Translation from Thai into English at a Thai public university with 6 students. Since this course was designed by the course coordinator to have fixed activities, the pilot study using team-based learning could not be carried out early, but at the end of the semester. At the end of the semester, a translation workshop using team-based learning with role simulation was conducted. Six voluntary students were formed into teams of three students by the researcher based on their performance to ensure that each team had members with mixed performance. The students were asked to work on a translation assignment, and each of them needed to assume different roles, including project manager, terminologist, document researcher, translator, and editor. After the activity, the students were asked to answer a questionnaire to check their attitudes towards team-based learning. Some of them participated in an interview on a voluntary basis.

Step 3: Main study

In the main study, the students learned through team-based learning with professional translators' involvement for 15 weeks. There were four modules to study, including translation of academic documents, audiovisual translation, translation of documentaries and translation of novels. In each module, the students had to go through the same set of activities, which covered 6 days. During the course of study, the students were required to take a pre-test and a post-test, write a reflective journal and fill out a peer feedback form in every module. At the end of the semester, all the students were asked to respond to a questionnaire, while some gave an interview on a voluntary basis. The students' behaviors were observed throughout the 15 weeks by the researcher.

Phase 3: Data analysis and interpretation

The data derived from pre-test, post-test, peer feedback, and questionnaire were interpreted quantitatively by using descriptive statistics. Meanwhile, the data from interviews and reflective journals were interpreted qualitatively using the content analysis method. Observation results were also used as comments to support results from other instruments.

3.7 Research instruments

This study employed both qualitative and quantitative research instruments for data collection. The instruments adopted for this study were pre-test, post-test, observation, reflective journal, peer feedback, questionnaire and interview, each of which will be explained below. The use of these research instruments were intended to answer the following four research questions:

1. To what extent do learners exhibit their translator competence, namely communicative, strategic, interpersonal and instrumental competences, as well as awareness of the translation profession after being exposed to team-based learning?
2. What is the team-based learning process really taking place in the classroom?
3. What are the learners' attitudes towards team-based learning?

3.7.1 Pre-tests and post-tests (Appendix O)

(1) Construction of the pre-tests and post-tests

The pre-tests and post-tests were constructed for the purpose of measuring the students' communicative competence before and after learning. Each module consists of a pre-test and a post-test. Thus, it came to four pre-tests and four post-tests altogether. The pre-tests and post-tests were constructed by the researcher in a form of translation task. The researcher tried to keep the format and level of difficulty between each pre-test and post-test consistent.

(2) Validation of the pre-tests and post-tests (Appendix P)

The evaluation form was created for experts' validation. The criteria used for evaluating the pre-tests and post-tests included its appropriateness of length for the time given, representation of what the students should learn from the module, same level of difficulty and practicality in comparing the students' communicative competence between pre-tests and post-tests.

Item	Expert (N=3)			Total	IOC	Interpretation
	1	2	3			
Module 1						
1. The pre-test has an appropriate length for the time given.	0	+1	0	1	0.33	Revised
2. The post-test has an appropriate length for the time given.	0	+1	0	1	0.33	Revised
3.The content of the pre-test represents what the students should learn from the module.	+1	+1	+1	3	1	Accepted
4.The content of the post-test represents what the students should learn from the module.	+1	+1	+1	3	1	Accepted
5.The pre-test and post-test have the same level of difficulty.	+1	+1	+1	3	1	Accepted
6.The pre-test and post-test can be used for comparison of the students' communicative competence before and after the lesson.	+1	+1	+1	3	1	Accepted
Module 2						
1. The pre-test has an appropriate length for the time given.	+1	+1	+1	3	1	Accepted
2. The post-test has an appropriate length for the time given.	+1	+1	+1	3	1	Accepted
3.The content of the pre-test represents what the students should learn from the module.	+1	+1	+1	3	1	Accepted
4.The content of the post-test represents what the students should learn from the module.	+1	+1	+1	3	1	Accepted
5.The pre-test and post-test have the same level of difficulty.	+1	+1	+1	3	1	Accepted

6.The pre-test and post-test can be used for comparison of the students' communicative competence before and after the lesson.	+1	+1	+1	3	1	Accepted
Module 3						
1. The pre-test has an appropriate length for the time given.	+1	+1	+1	3	1	Accepted
2. The post-test has an appropriate length for the time given.	+1	+1	+1	3	1	Accepted
3.The content of the pre-test represents what the students should learn from the module.	+1	+1	+1	3	1	Accepted
4.The content of the post-test represents what the students should learn from the module.	+1	+1	+1	3	1	Accepted
5.The pre-test and post-test have the same level of difficulty.	+1	+1	+1	3	1	Accepted
6.The pre-test and post-test can be used for comparison of the students' communicative competence before and after the lesson.	+1	+1	+1	3	1	Accepted
Module 4						
1. The pre-test has an appropriate length for the time given.	+1	+1	+1	3	1	Accepted
2. The post-test has an appropriate length for the time given.	+1	+1	+1	3	1	Accepted
3.The content of the pre-test represents what the students should learn from the module.	+1	+1	+1	3	1	Accepted
4.The content of the post-test represents what the students should learn from the module.	+1	+1	+1	3	1	Accepted
5.The pre-test and post-test have the same level of difficulty.	+1	+1	+1	3	1	Accepted
6.The pre-test and post-test can be used for comparison of the students' communicative competence before and after the lesson.	+1	+1	+1	3	1	Accepted

Table 3.9 Scores of the Item-Objective Congruence Index of the pre-tests and post-tests

The results from the analysis of IOC indicated that the pre-test and post-test for module 1 needed to be revised in terms of its length as the mean score of this item was at 0.33, which was less than 0.5. Two experts raised concern that the tests may be too long for the time given (45 minutes) since research abstracts were quite difficult with a lot of technical terms. Based on their recommendations, the researcher adjusted the length of the pre-test and post-test for module 1 to be shorter.

3.7.2 Observation form (Appendix Q)

(1) Construction of the observation form

The observation form was constructed for the purpose of observing the students' learning behaviors during the process of team-based learning. This observation form is divided into two main sections, namely Readiness Assurance Process and Application Activities. However, under Application Activities, there are several sub-topics based on the activities on each day of the module, including professional translator's talk, source text analysis, team translation and team presentation. A rating scale of O = Observed, N = Not observed and U = Unsure was used to track the target behaviors. In addition, "Comment" column was provided to the researcher to take note. The researcher adopted this instrument because it helped to see what really happened in the eyes of the researcher, and the data can be compared with those of other instruments, such as reflective journals or peer feedback, which come from the students' side. According to Becker and Geer (2004), although observation is quite time-consuming, participant observation is particularly effective as it gives us unrestricted access to what people do rather than what they say they do.

(2) Validation of the observation form (Appendix R)

The evaluation form was created for experts' validation. The criteria used for evaluating the observation form included its practicality in answering the research question, coverage of all behaviors that should be observed, correspondence of each statement to its category, and appropriateness and clarity of the language used.

Item	Expert (N=3)			Total	IOC	Interpretation
	1	2	3			
1. The observation form is practical in answering the research questions.	+1	+1	+1	3	1	Accepted
2. All behaviors which should be observed are included	+1	+1	+1	3	1	Accepted
3. Each statement corresponds to its category.	+1	+1	+1	3	1	Accepted
4. The language used is appropriate and clear.	+1	+1	+1	3	1	Accepted

Table 3.10 Scores of the Item-Objective Congruence Index of the observation form

The results from the analysis of IOC indicated that the observation form was justified as the mean score for all items were 1, which is higher than 0.5. Although the score for all categories were accepted, an expert asked some questions for further consideration. For example, an item of the observation form says “The students seem motivated to do the team readiness assurance test.” The expert asked how the researcher observed the state of being motivated and proposed that the word be changed to “enthusiastic.” However, the researcher decided not to change this word as it is also found to be in use in many research papers. Moreover, the expert said the activity in some items may not be carried out by the students in the classroom, such as making use of documentary resources (books, articles, paper dictionary) to perform their roles. However, the researcher still insisted on keeping this item as it didn’t matter whether the student did this activity in class or not as the observation was prepared for all possible occurrences, which might or might not occur.

3.7.3 Reflective journal (Appendix S)

(1) Construction of the reflective journal

The reflective journal was used for the purpose of gathering the qualitative data on the students’ opinions on their own learning of each module in various aspects. It is an instrument to elicit detailed description of the students’ views as the students had a chance to take time to write. Apart from such benefit to research, it has many advantages for the students themselves. According to Walker (2006), one common use of journal writing is to promote reflection and thought through one-on-one dialogue between the student and instructor. In addition, the students have a chance to reflect their past experience, both achievement and failure, which might later be used for further self-improvement.

The reflective journal was constructed by the researcher to investigate the extent of students’ improvement on interpersonal competence, strategic competence, and instrumental competence, as well as their attitudes towards team-based learning. At the end of each module, the students were asked to write a reflective journal under four main sections to answer the guided questions.

(2) Validation of the reflective journal (Appendix T)

The evaluation form was created for experts' validation. The criteria used for evaluating the observation form included its practicality in answering the research question, appropriateness of the format, appropriateness and clarity of the language used, and appropriateness of the guided questions.

Item	Expert (N=3)			Total	IOC	Interpretation
	1	2	3			
1. The reflective journal is practical in answering the research questions.	+1	+1	+1	3	1	Accepted
2. The format of the reflective journal is appropriate.	+1	+1	+1	3	1	Accepted
3. The language of the reflective journal is appropriate and clear.	+1	+1	+1	3	1	Accepted
4. The guided questions are appropriate.	+1	0	+1	2	0.66	Accepted

Table 3.11 Scores of the Item-Objective Congruence Index of the reflective journal

The results from the analysis of IOC indicated that the reflective journal was justified as the mean score for all items was higher than 0.5. However, an expert gave useful comments for further consideration. For example, the expert said the questions concerning awareness of the tools, such as the students' awareness of the pros and cons of each type of resources, and if the students knew how each tool could be used most effectively should be included. However, the researcher decided not to include such questions in the reflective journal as it would require the students a lot more time to write. In addition, since the students had to write a journal at the end of every module, answering these two questions could be redundant.

3.7.4 Peer feedback (Appendix U)

(1) Construction of the peer feedback

The peer feedback form was used for the purpose of eliciting each student's attitudes towards their teammates. Peer feedback helped facilitate each student's personal development in terms of contribution to the team as they would have a chance to receive feedback from all their teammates. Apart from rating their teammates based on the given items, this feedback form also allowed each student to point out their teammates' strongest and weakest points. 5% of the total course score were devoted to peer feedback.

The peer feedback form was adapted from Koles Method with an aim to find out about the extent of improvement of the students' interpersonal competence after being exposed to team-based learning. This peer feedback form consists of both quantitative and qualitative assessment. As for the quantitative assessment, there were four topics, three of which revolve around team-based learning, including cooperative learning skills, self-directed learning, and interpersonal skills, while the last topic "role performance" is specific to this study as it involved performance of roles in the translation process. The other section "Qualitative Assessment" is used for adding significant value to the evaluation for students' personal and professional development as it allowed the students to write about the strongest and weakest points of each of their team mates. At the end of each module, the students were asked to complete the peer feedback form.

(2) Validation of the peer feedback (Appendix V)

The evaluation form was created for experts' validation. The criteria used for evaluating the peer feedback form included its practicality in answering the research question, appropriateness of the format, and appropriateness of the statements in both English and Thai.

Item	Expert (N=3)			Total	IOC	Interpretation
	1	2	3			
1.The peer feedback form is practical in answering the research questions.	+1	0	+1	2	0.66	Accepted
2.The format of the peer feedback form is appropriate.	+1	+1	+1	3	1	Accepted
3.The statements in both English and Thai are appropriate.	+1	+1	+1	3	1	Accepted
4.The sequence of the statements in the peer feedback form is appropriate.	+1	+1	+1	3	1	Accepted

Table 3.12 Scores of the Item-Objective Congruence Index of the peer feedback form

The results from the analysis of IOC indicated that the peer feedback was justified as the mean score for all items was higher than 0.5. However, one expert asked a question whether the item "Coordinates with the other team members very well to complete the assigned role" means the ability to raise discussion or ask other members for opinions, both of which were still missing. However, what the researcher

meant by this item was not the ability to raise discussion or ask for opinions, but the ability to negotiate and meet the deadline of each role's task. Thus, the researcher decided to keep the item the same. In addition, the items on raising discussion or asking other members for opinions claimed by the expert to be missing were already covered under the item "Asks useful or probing questions" and "Shares information and personal understanding."

3.7.5 Questionnaire (Appendix W)

(1) Construction of the questionnaire

The questionnaire was used for the purpose of eliciting each student's attitudes towards team-based learning. It was an instrument used for collecting general data from the whole group of students. The questionnaire was adapted from the studies of Qaderian, K., et.al., (2014), and Vasan, N., et.al., (2009), who also investigated learners' attitudes towards team-based learning, as their works were mostly cited when the keyword "team-based learning" and "questionnaire" were input in the search engine. This questionnaire consists of two parts, namely demographic background and attitudes towards team-based learning, respectively. Under attitudes towards team-based learning, there are five sections, including overview, team-based learning process, teamwork, motivation, and learning. The questionnaire was administered in the last week of the course with all students in the class.

(2) Validation of the questionnaire (Appendix X)

The evaluation form was created for experts' validation. The criteria used for evaluating the questionnaire included its practicality in answering the research question, appropriateness and clarity of the statements in both Thai and English, non-coverage of leading or biased statements, non-coverage of double-barreled statements, appropriateness of the sequence, correspondence of statements to their categories, appropriate measurement scales, and appropriate length.

Item	Expert (N=3)			Total	IOC	Interpretation
	1	2	3			
1.The questionnaire is practical in answering the research question.	+1	+1	+1	3	1	Accepted
2.The statements in both Thai and English are appropriate and clear.	+1	+1	+1	3	1	Accepted
3.The questionnaire does not contain leading or	+1	+1	+1	3	1	Accepted

biased statements						
4.The questionnaire does not contain double-barreled statements.	+1	+1	+1	3	1	Accepted
5.The sequence of statements are appropriate.	+1	+1	+1	3	1	Accepted
6.The statements correspond very well to their categories/topics.	+1	+1	+1	3	1	Accepted
7. The measurement scales of the questionnaire are appropriate.	+1	+1	+1	3	1	Accepted
8.The length of the questionnaire is appropriate.	+1	+1	+1	3	1	Accepted

Table 3.13 Scores of the Item-Objective Congruence Index of the questionnaire

The results from the analysis of IOC indicated that the questionnaire was justified as the mean score for all items was higher than 0.5.

3.7.6 Interview (Appendix Y)

(1) Construction of the interview

The interview guide was used for the purpose of gathering qualitative information about the participants' improvement on translator competence, which consists of communicative competence, interpersonal competence, strategic competence, and instrumental competence, as well as their awareness of the translation profession after being exposed to team-based learning. The interview also aimed to elicit the participants' attitudes towards team-based learning, their reaction to each stage of team-based learning and the involvement of professional translators. The interview was conducted at the end of the semester. 13 students attended an interview on a voluntary basis. Each of them was interviewed in Thai to prevent misunderstanding, and the conversation was recorded by audio recording. It took about 30 minutes to interview each student. Prior to the interview, the researcher explained to each student about the objectives of the interview and its confidentiality issue. In addition, the interviewees were informed about the recording of their interviews using audio recording.

(2) Validation of the interview (Appendix Z)

The evaluation form was created for experts' validation. The criteria used for evaluating the interview guide included its practicality in answering the research question, appropriateness and clarity of the statements in both Thai and English, non-

coverage of leading or biased statements, non-coverage of double-barreled statements, appropriateness of the sequence, and correspondence of statements to their categories.

Item	Expert (N=3)			Total	IOC	Interpretation
	1	2	3			
1.The questionnaire is practical in answering the research question.	+1	+1	+1	3	1	Accepted
2.The statements in both Thai and English are appropriate and clear.	+1	+1	+1	3	1	Accepted
3.The questionnaire does not contain leading or biased statements	+1	0	+1	2	0.66	Accepted
4.The questionnaire does not contain double-barreled statements.	+1	0	+1	2	0.66	Accepted
5.The sequence of statements are appropriate.	+1	+1	+1	3	1	Accepted
6.The statements correspond very well to their categories/topics.	+1	+1	+1	3	1	Accepted

Table 3.14 Scores of the Item-Objective Congruence Index of the interview guide

The results from the analysis of IOC indicated that the interview guide was justified as the mean score for all items was higher than 0.5. However, the experts added useful comments for consideration. One expert suggested that instead of using “How?” at the end of the question, for example, “Do you think the professional translators’ guidance on your translation drafts is useful for improving your translation products? How?,” the question “Why or why not” should be used instead as it sounded more neutral. In addition, two experts said that the question on comparison between team-based learning and individual learning should be added in the questionnaire. Based on the experts’ recommendations, the researcher changed the word “How?” to “Why or why not” to make the question sound more neutral. Moreover, the researcher added the question “In the future, do you prefer working in a team or working individually in a translation classroom? Why or why not?”

3.8 Data collection

The study was conducted during a 15-week semester. Data were collected using the mixed method. The term “mixed-method” is used when several methods are adopted to collect or analyze data. According to Saldanha, G. and O’Brien, S. (2014), the two types of data – qualitative and quantitative, can be collected simultaneously or the researcher might conduct an initial qualitative phase, followed by a quantitative phase, or vice versa. In this study, the data were collected using six research instruments, including pre-tests/post-tests, observation, reflective journal, peer feedback, questionnaire, and interview. Below is an overview of data collection to answer each research question.

Research questions	Research instruments					
	Pre-test/ Post-test	Observation	Reflective journal	Peer feedback	Questionnaire	Interview
1.To what extent do learners exhibit their translator competences, namely linguistic, strategic, interpersonal and instrumental competences, as well as awareness of the translation profession after being exposed to team-based learning?						
1.1 To what extent do learners exhibit their communicative competence?	×					×
1.2 To what extent do learners exhibit their strategic competence?		×	×			×
1.3 To what extent do learners exhibit their interpersonal competence?		×	×	×		×
1.4 To what extent do learners exhibit their instrumental competence?		×	×			×
1.5 To what extent do learners exhibit their awareness of the translation profession?		×	×			×
2.What is the team-based learning process really taking place in class?		×	×			×
3.What are the learners’ attitudes towards team-based learning?		×	×		×	×

Table 3.15: An overview of data collection

3.8.1 Data collection for research question 1

The first research question was about the extent of the learners' exhibition of translator competences and awareness of the translation profession after being exposed to team-based learning. Since there are many competences explored, this section is divided into five parts, including extent of learners' exhibition of communicative competence, learners' exhibition of strategic competence, learners' exhibition of interpersonal competence, learners' exhibition of instrumental competence and learners' exhibition of awareness of the translation profession.

3.8.1.1 Extent of learners' exhibition of communicative competence

To measure communicative competence, the researcher used pre-tests and post-tests. At the beginning of each module, the students were required to take a pre-test in a form of translation task, taking 45 minutes. Also, the students had to take a post-test using a different source text, but with similar content and level of difficulty after the end of each module, taking 45 minutes.

3.8.1.2 Extent of learners' exhibition of strategic competence

To measure strategic competence, the researcher used observation, reflective journals, interviews, and students' reports on translation problems and solutions. At the end of every module, the students were asked to write reflections in reflective journals. One part of the guided questions was aimed towards strategic competence, including, what particular difficulties the students came up against in doing this task, how they solved the problems, if they were satisfied with the solutions, and what else they could have done if they were not satisfied with the solutions. In addition, at the end of the semester, 13 students participated in an interview on a voluntary basis. The students' reports on translation problems and solutions in their mid-term and final take-home exams were also investigated. Throughout the semester, the researcher observed the students' behavior as a way to triangulate data.

3.8.1.3 Extent of learners' exhibition of interpersonal competence

To measure interpersonal competence, the researcher used the peer feedback form, reflective journals, interview, and observation. To reflect the students' opinions towards their peers, the peer feedback form was used. At the end of each

module, each student had to evaluate each of their teammates' performance using a peer feedback form, containing both quantitative (5-point Likert scale) and qualitative (identifying strength and weakness) parts. Meanwhile, the students could reflect on their own performance through the use of reflective journals and interview. For reflective journals, at the end of each module, the students were asked to write a reflective journal with guided questions where one part was focused on interpersonal competence, including their roles and responsibilities in the module, how they coordinated with the rest of the team to accomplish their own task and the team's task, the evaluation of their own contribution to the team, and what skills they used and what skills were required. At the end of the course, some students participated in an interview on a voluntary basis. Finally, the researcher took note in the observation form throughout the semester as a way to triangulate data. Thus, the view came from three perspectives, the students' views towards their peers, the students' views towards themselves and the researcher's views towards the students.

3.8.1.4 Extent of learners' exhibition of instrumental competence

To measure instrumental competence, the researcher used reflective journals, interviews and observation. At the end of each module, the students were required to write a reflective journal and one part of the journal was focused on instrumental competence, including resources the students used to accomplish their tasks and reasons, the students' evaluation of the resources used, and if they think the resources used were sufficient to arrive at the best performance of the task. Examples of students' team assignment were also used to show the evidence of improvement (if any). The answer was also supplemented by interviews of 13 voluntary students at the end of the course. Finally, the researcher used her own observation as a way to triangulate data.

3.8.1.5 Extent of learners' exhibition of awareness of the translation profession

To measure the learners' exhibition of awareness of the translation profession, the researcher used interviews and observation. At the end of the course, 13 students participated in an interview on a voluntary basis. The researcher also used her own observation as a way to triangulate data.

3.8.2 Data collection for research question 2

The second research question was about the observed learning process during team-based learning. The instruments employed included reflective journals, interviews and observation. At the end of each module, the students were asked to write a reflective journal. All the sections in the reflective journal which focused on interpersonal competence, strategic competence, instrumental competence, and team-based learning could be used to reflect what really occurred in the class. At the end of the course, 13 students participated in an interview on a voluntary basis. Through interviews, more detailed data could be elicited from the students. Finally, the researcher used her own observation as a way to triangulate data.

3.8.3 Data collection for research question 3

The third research question was about the students' attitudes towards team-based learning. The instruments employed for data collection included reflective journals, questionnaire, interview, and observation. The students needed to write a reflective journal at the end of each module and one part of the reflective journal was focused on team-based learning process, including if the students gained more insights into how to perform tasks from readiness assurance activities, if the students found working in a team with role assignment useful for achieving the translation task, how important was their role in their perspective, and what elements of the team should be improved. At the end of the course, all the students were required to fill out a questionnaire focusing on the students' attitudes towards team-based learning, and 13 voluntary students participated in an interview. Finally, the researcher used observation as a way to triangulate data.

3.9 Data analysis

This study adopted both quantitative and qualitative analysis as a way to triangulate data. Therefore, this section is divided into two parts, including quantitative analysis and qualitative analysis, respectively.

3.9.1 Quantitative analysis

The research instruments using quantitative analysis included pre-tests/post-tests, peer feedback and questionnaire.

3.9.1.1 An analysis of the pre-tests and post-tests

The pre-tests and post-tests were evaluated using the American Translators Association scoring rubric with four dimensions, including transfer/usefulness, terminology/style, idiomatic writing and target mechanism, with the score ranging from 1-4, using descriptors as minimal, deficient, acceptable, and strong, respectively. The data obtained from the pre-test and post-test were compared using a t-test to check whether the differences between the pre-test and post-test results were significant at the 0.05 level. If the significance value is less than 0.05, it means the team-based learning method has a positive effect on learners' communicative competence.

3.9.1.2 An analysis of the peer feedback

The peer feedback was evaluated based on the five-point Likert scale. The data obtained from the peer feedback across the four modules were compared using One-Way ANOVA to check whether the differences among the peer feedback results of the four modules were significant at the 0.05 level. If the significance value is less than 0.05, it means the team-based learning method has a positive effect on learners' interpersonal competence.

3.9.1.3 An analysis of the questionnaire

The questionnaire was evaluated based on the five-point Likert scale. To answer the third research question on learners' attitudes towards team-based learning, the questionnaire items labeled 1 to 5 were calculated for the mean. If the mean is not less than 3, it means the students have positive attitudes (Likert, 1932).

3.9.2 Qualitative analysis

The research instruments using qualitative analysis included reflective journals, interview and observation.

3.9.2.1 An analysis of the reflective journals

The reflective journals were gathered at the end of each module to investigate the students' extent of exhibiting strategic competence, interpersonal competence, instrumental competence, and awareness of the translation; the team-based learning process really taking place in class; and the learners' attitudes towards team-based learning. To analyze the data, the researcher used content analysis, which included organizing and preparing the data for analysis; reading all the data to see

what general ideas are participants saying, what the tone of ideas is, and what the impression of the overall depth, credibility and use of the information; and coding all of the data (Cresswell, 2003). For the reflective journals, the categories and coding were based on the guided questions as can be seen in the following table.

Category	Coding									
Interpersonal competence										
What role and responsibilities did you have in this module?	Project manager	Terminologist/ document researcher	Translator	Editor	Mixed role					
What is the evaluation of your own contribution to the team?	Satisfactory	Partly satisfactory	Not satisfactory							
In case of success in accomplishing your task, what skills did you use?	Communication skills	Negotiation skills	Leadership skills	Language skills	Teamwork	Researching skills	Experience			
In case of failure in accomplishing your task, what skills are still required?	Communication skills	Negotiation skills	Leadership skills	Language skills	Teamwork	Researching skills	Experience			
Strategic competence										
What particular difficulties have you come up against in doing this task	Technical terms	Ambiguity	Word choice	Different sentence structures between SL and TL	Space limitation	Text interpretation	Translation with equivalent effects	Team cohesion	Personal ability	None
How have you gone about solving them	Further research from various sources	Use searching techniques	Consulting team members	Consulting experts	Take more time to understand the text	Read more English texts	Find parallel texts	Self- creation of words	Use former knowledge	Find words with closest meaning
Are you satisfied with the solutions you have found?	Satisfactory	Partly satisfactory	Not satisfactory							
Instrumental competence										
What resources did you use to accomplish your task?	Paper dictionaries	Online dictionaries	Internet search engines	Printed media	Expert advice	Personal knowledge	Movies	Social media (Line, Facebook)	Email	Google .Docs
What is your evaluation of such resources?	Satisfactory	Partly satisfactory	Not satisfactory							
Do you think you used enough resources to arrive at the best performance?	Yes	Partly	No							
Team-based learning										
Did you gain more insights into how to perform your task from the preparatory activities of the module?	Yes	Partly	No							

Do you find working in a team with role assignments useful for achieving your translation tasks?	Yes	Partly	No							
How important is your role from your own perspective?	Very important	Partly important	Not so important							
What elements of working in a team should be improved from this module?	Communication skills	Leadership skills	Negotiation skills	Teamwork skills	Language skills	Researching skills	Time management	Some roles	Experience	Carefulness

Table 3.16: Categories and coding of the reflective journals

3.9.2.2 An analysis of the interview

The interviews were conducted at the end of the semester to investigate the students' extent of exhibiting communicative competence, strategic competence, interpersonal competence, instrumental competence, and awareness of the translation; the team-based learning process really taking place in class; and the learners' attitudes towards team-based learning. To analyze the data, the researcher used content analysis like the reflective journals. The categories and coding were based on the guided questions as can be seen in the following table.

Category	Coding			
Communicative competence				
Do you think your team translation products kept improving across modules in terms of linguistic and functional features? Why or why not?	Yes	Partly agree	No	Reason
Do you think your individual translation products keep improving across modules in terms of linguistic and functional features? Why or why not?	Yes	Partly agree	No	Reason
Interpersonal competence				
Do you think your negotiation skills have improved? Why or why not?	Yes	Partly agree	No	Reason
Do you think your communication skills have improved? Why or why not?	Yes	Partly agree	No	Reason

Do you think your leadership skills have improved? Why or why not?	Yes	Partly agree	No	Reason
Do you think it is important to coordinate with teammates in order to perform the translation tasks in a more effective manner? Why or why not?	Yes	Partly agree	No	Reason
Did your interaction with the professional translators help you to perform the translation tasks in a more effective manner? Why or why not?	Yes	Partly agree	No	Reason
Strategic competence				
Do you think you plan and organize things better? Why or why not?	Yes	Partly agree	No	Reason
Do you think you have better problem-solving skills? Why or why not?	Yes	Partly agree	No	Reason
Do you think you can better monitor and assess your own work? Why or why not?	Yes	Partly agree	No	Reason
Do you think your revision skills have improved? Why or why not?	Yes	Partly agree	No	Reason
Instrumental competence				
Do you think you can better make use of online resources to research information for translation tasks? Why or why not?	Yes	Partly agree	No	Reason
Do you think you can better make use of documentary resources to research information for translation tasks?	Yes	Partly agree	No	Reason

Why or why not?							
Do you think you can better make use of online and other channels to connect with professional translators and your teammates to effectively carry out translation tasks? Why or why not?	Yes	Partly agree	No	Reason			
Awareness of the translation profession							
Do you think you better understand roles involved in translation? Why or why not?	Yes	Partly agree	No	Reason			
Do you find simulating roles involved in translation useful? Why or why not?	Yes	Partly agree	No	Reason			
Do you gain more insights into the translation profession from the professional translators' involvement in class? Why or why not?	Yes	Partly agree	No	Reason			
What aspect of the class mostly contributes to your awareness of the translation profession?	Team translation	Professional translator's involvement	Role simulation	Practice	Real translation work		
Do the activities in this class motivate you to work in the field of translation in the future? Why or why not?	Yes	Partly agree	No	Reason			
Attitudes towards team-based learning							
Do you find working in a team useful for achieving your translation tasks? Why or why not?	Yes	Partly agree	No	Reason			
Does working in a team help you improve your learning? Why or why not?	Yes	Partly agree	No	Reason			
Does working in a team give you	Yes	Partly agree	No	Reason			

more motivation to learn? Why or why not?				
Do you think permanent teams are useful for translation classroom? Why or why not?	Yes	Partly agree	No	Reason
Do you like the way your team was formed? Why or why not?	Yes	Partly agree	No	Reason
Do you think studying preparatory materials prior to each module is a useful activity? Why or why not?	Yes	Partly agree	No	Reason
Do you think individual and group tests in the first class of each module are useful? Why or why not?	Yes	Partly agree	No	Reason
Do you think the discussions in class after taking individual and group tests contribute to the subsequent translation activities? Why or why not?	Yes	Partly agree	No	Reason
Did you apply the concept in the preparatory materials and discussions to your translation tasks? Why or why not?	Yes	Partly agree	No	Reason
Do you think your translation assignments are interesting and challenging? Why or why not?	Yes	Partly agree	No	Reason
Do you think the presentation on translation products, problems and solutions at the end of each module is a good way for you to justify your translation choices and to reflect on other teams' work? Why or why not?	Yes	Partly agree	No	Reason
Do you find the professional translators' talks on their translation experience useful or	Yes	Partly agree	No	Reason

motivating? Why or why not?							
Do you think the professional translators' guidance on your translation drafts useful for improving your translation products? Why or why not?	Yes	Partly agree	No	Reason			
What is your most favorite activity?	Readiness assurance process	Team translation	Professional translator's talk session	Professional translator's comments	Peer feedback	Presentation	Individual work
What is your least favorite activity?	Readiness assurance process	Team translation	Professional translator's talk session	Professional translator's comments	Peer feedback	Presentation	Individual work
In your opinion, what are the advantages of team-based learning, particularly in the translation classroom setting?	Role division	Learning from others	Learning one's own strength	Better outcome from having many helping hands	Improved personal performance from teamwork		
In your opinion, what is the drawback of team-based learning, particularly in the translation classroom setting?	Conflicts	Little participation for some roles	Being too considerate to comment on peer's work	Taking a lot of time	Social loafer		
In the future, do you prefer working in a team or working individually in a translation classroom? Why or why not?	Working in a team	Working individually	A combination of both	Reason			

Table 3.17: Categories and coding of the interview

3.9.2.3 An analysis of the observation

The observation was conducted throughout the semester, which covered 15 weeks to investigate the students' extent of exhibiting strategic competence, interpersonal competence, instrumental competence, and awareness of the translation; the team-based learning process really taking place in class; and the learners' attitudes towards team-based learning. The data from observation were used to support or refute the results of other instruments.

3.10 Results of the pilot study

This section presents and discusses the pilot study to test the implementation of the team-based learning method, the teaching instruments, and the research instruments. There are six parts under this section, including (1) research questions, (2) participants, (3) research design, (4) results, and (5) discussions and proposed changes for the main study.

3.10.1 Research questions

There are two research questions with an aim to explore the improvement of the students' interpersonal competence and attitudes towards team-based learning as follows:

1. To what extent do learners exhibit interpersonal competence after being exposed to team-based learning (TBL)?
2. What are the learners' attitudes towards team-based learning?

3.10.2 Participants

The participants were six voluntary students from the course entitled Translation from Thai into English of the Faculty of Humanities at one public university. The students were formed into two teams of three based on their course performance to ensure that each team had members with mixed abilities.

3.10.3 Research design and procedure

The pilot study was carried out with one module "Translation of Official Documents" at the end of the semester as the course structure did not allow the researcher to do it with the whole course. Since this course had a fixed schedule for activities and tests, the researcher had to conduct the pilot study at the end of the semester when the students were free from class work and were about to take the final examination. The researcher informed the students of the research topic and its

objectives, as well as the need to conduct a pilot study, then asked for volunteers to participate in the pilot study. Finally, six students volunteered to take part in the study. The pilot study was conducted based on the lesson plans, which included studying a preparatory material, taking an individual test and a team test, doing application activities and making a presentation on the translation product, along with translation problems and solutions. To obtain results from this pilot study, the researcher asked the students to fill out the peer feedback form, write a reflective journal, and answer a questionnaire. The researcher also observed the class for triangulation of data.

To answer the two research questions, the following instruments were used: (1) the first research question regarding interpersonal competence adopted the peer feedback, reflective journal, and interview; and (2) the second research question regarding learners' attitudes towards team-based learning adopted the reflective journal, questionnaire, and interview. For data collection, at the end of the module, the students were asked to complete a peer feedback, a reflective journal and a questionnaire. Also, three voluntary students were further interviewed to elicit in-depth data.

3.10.4 Results

This section consists of two main parts, including (1) the extent of interpersonal competence exhibited by the students after being exposed to team-based learning, and (2) the learners' attitudes towards team-based learning.

(1) The extent of interpersonal competence exhibited by the students after being exposed to team-based learning

To answer this question, the peer feedback was used as a quantitative instrument to measure the extent of the students' interpersonal competence based on the peer's perspectives. Then the results from reflective journals and interview were used to triangulate the data as they came from the students' own perspectives.

Peer feedback

The peer feedback is used as an instrument for peers to evaluate their team members. From the results of the peer feedback, it was found that the students' overall score was at 4.55, which is quite high. The item with the highest score is arriving on time and remaining with team during activities, with the score of 4.92,

followed by showing respect for the opinions and feelings of others, accepting useful feedback from others, and being able to listen and understand what others are saying, with the scores of 4.83, 4.58, and 4.58, respectively. On the other hand, the least scores belong to giving useful feedback from others, and asking useful or probing questions, with the scores of 4.00 and 4.08, respectively.

Item	Mean
1. Arrives on time and remains with team during activities.	4.92
2. Demonstrates a good balance of active listening and participation	4.50
3. Asks useful or probing questions	4.08
4. Shares information and personal understanding	4.42
5. Identifies references with relevant information	4.25
6. Is well prepared for team activities	4.08
7. Shows appropriate depth of knowledge	4.42
8. Is clear when explaining things to others	4.25
9. Gives useful feedback to others	4.00
10. Accepts useful feedback from others	4.58
11. Is able to listen and understand what others are saying	4.58
12. Shows respect for the opinions and feelings of others	4.83
13. Coordinates with the other team members very well to complete the assigned role.	4.42
14. Fully accomplishes the assigned role.	4.50
15. Performs the assigned role in a way that helps facilitate other team members.	4.42
Total	4.55

Table 3.18: The overall result of the peer feedback for the pilot study

From the above results, we could say that the items with high scores tended to be features that foster the team member relationships, such as accepting others' feedback or showing respect for others' opinions, while the items with low scores were features representing the students' leadership skills, such as giving feedback to others or asking probing questions. This shows that at the beginning of

this team-based learning approach, the students were not so confident with their own ideas, and they tended to be a good listener rather than a good discussion initiator.

Interestingly, apart from the quantitative evaluation of the peer feedback, the students also gave detailed qualitative feedback to their peers as shown in Table 3.19 below. This is a way to clarify the scores awarded to their friends through the use of explanation.

Student Code	Peer feedback mean score (out of 5)	Peer comments
Student 1	4.63	<p>Strengths</p> <ul style="list-style-type: none"> - She hasn't had much time recently because she is working as a trainee, but what she has done shows how much attention she had for this work. She has tried many ways to use English correctly. - She was a good suggestion-giver. She always gave interesting opinions to the team. If there were things which did not sound right, she would try to suggest ways to solve them. <p>Weaknesses</p> <ul style="list-style-type: none"> - If she had had more time, this work would have been finished faster. - If she could have translated the text without being attached to the source text form, it would have been great. She was worried that the text would not be fully translated. For this reason, she usually chose to translate word-by-word which could cause unnatural translation.
Student 2	4.63	<p>Strengths</p> <ul style="list-style-type: none"> - He was active and helpful. To illustrate, he was enthusiastic to work on his duties and he always gave the useful opinions so the team could work more easily. - He started to assign roles for people to work on this task and showed interest in the work. <p>Weaknesses</p> <ul style="list-style-type: none"> - I think there is nothing for him to improve because he did everything so well. - He did everything his best to support and lead the team. I don't think that he can do anything more to help our team.
Student 3	4.73	<p>Strengths</p> <ul style="list-style-type: none"> - She found the sources to work on this task quickly and effectively. - She had true leadership; she assigned each of the members in the team the most suitable tasks and responsibilities. Besides that, she also supported the team in many ways such as providing the team with useful sources of needed information and so forth. <p>Weaknesses</p> <ul style="list-style-type: none"> - Coordinating in team to complete this task.

		<ul style="list-style-type: none"> - Apart from being a little busy, she actually did a great job.
Student 4	4.10	<p>Strengths</p> <ul style="list-style-type: none"> - She was flexible and easy going. For example, she always agreed with other people's opinion. Moreover, she was ready to do any tasks that the project manager assigned her to do. - She was a flexible and adaptable person; she could take any responsibilities assigned by the manager. She volunteered to do the hardest part of the working process, i.e. a translator, and did it quite well. <p>Weaknesses</p> <ul style="list-style-type: none"> - She was very busy while working with the team so she couldn't do her best to help the team. To illustrate, she completed her task—translation—on her cell phone and thus the page of the document wasn't organized and there were some parts of the work left untranslated. That created more burdens for the editor. She should have done better (at least organize the page for me), I guess. However, she translated the text quite well and there weren't many that needed editing. - I think she should have given more opinions when the team had to discuss the problems and find the solution for the tasks. I hope she will try more to express her opinions to the group next time.
Student 5	4.90	<p>Strengths</p> <ul style="list-style-type: none"> - She had commitment. - She was a good project leader. She was active. That our work finished fast and accurately was because of her. She was smart and prudent. <p>Weaknesses</p> <ul style="list-style-type: none"> - There is nothing she can do more effectively for our team because she worked hard and effectively. - It is better to work at day time, not night time, but I understand that most of our ages often go to bed late.
Student 6	4.30	<p>Strengths</p> <ul style="list-style-type: none"> - The most valuable thing that this person gave our team was being a good listener and good follower. She always followed the team's agreement. - Her knowledge. <p>Weaknesses</p> <ul style="list-style-type: none"> - I think it is carefulness that she should work hard on. She often made mistakes when working on a project. Although it was not that much, it led to trouble, making our team's performance slow. - She should be more active.
Total	4.55	

Table 3.19: Individual student results of peer feedback for the pilot study

Reflective journal

To triangulate data of the peer feedback, the reflective journal was used as an instrument for the students to evaluate their own performance. Table 3.20 below shows the results of the reflective journals compared to the results from the peer feedback.

Student Code	Peer feedback results (peer comments)	Reflective journal results (student's own comments)	Researcher's remarks
Student 1	<p>Strengths She hasn't had much time recently because she is working as a trainee, but what she has done shows how much attention she had for this work. She has tried many ways to use English correctly.</p> <p>She was a good suggestion-giver. She always gave interesting opinions to the team. If there were things which did not sound right, she would try to suggest ways to solve them.</p> <p>Weaknesses</p> <p>If she had had more time, this work would have been finished faster.</p> <p>If she could have translated the text without being attached to the source text form, it would have been great. She was worried that the text would not be fully translated. For this reason, she usually chose to translate word-by-word which could cause unnatural translation.</p>	<p>My role was a translator. I was responsible for translation of the text from Thai into English, listing the problems found during translation and finding solutions. I asked the terminologist in my team for the unknown terms and document researcher for the formal template. I liked to listen to the feedback given by my teammates. I tried my best to translate the text into English, and I also retrieved the unknown terms by myself. I also asked my uncle who is a lawyer for the technical terms of Thai laws. However, I think the most required skill that I need is leadership skills. I always love to listen to others and follow their comments more than trusting my own ability.</p>	<p>When the peer feedback results and reflective journal results were compared, it can be seen that the comments from the peer and the student themselves were quite different. That is, the peer tended to compliment the student for showing leadership skills in giving suggestions and opinions while the student herself reflected that she needed to develop leadership skills as she loved to listen to others and follow their comments.</p>
Student 2	<p>Strengths He was active and helpful. To illustrate, he was enthusiastic to work on his duties and he always gave the useful opinions so the team could work more easily.</p> <p>He started to assign roles for people to work on this task and showed interest in the work.</p> <p>Weaknesses I think there is nothing for him to improve because he did everything so well.</p> <p>He did everything his best to</p>	<p>I was responsible as a terminologist and an editor. My duties were to look up and make a list of the difficult or technical terms found in the source text in order to help the translator, and also edit the translated text. I think I tried my best to help my team to complete the tasks. The skills I used to get the work done were communication and negotiation skills. When we were assigned to do this work, at first, we had to choose what responsibilities we would take.</p>	<p>The peer feedback results and reflective journal results were quite similar for this student. He seemed to be satisfied with his own performance, which is in line with what his peers commented.</p>

	support and lead the team. I don't think that he can do anything more to help our team.	Therefore those skills were really helpful; they helped us know who was the most suitable for each duty.	
Student 3	<p>Strengths She found the source to work on this task quickly and effectively.</p> <p>She had true leadership; she assigned each of the members in the team the most suitable tasks and responsibilities. Besides that, she also supported the team in many ways such as providing the team with useful sources of needed information and so forth.</p> <p>Weaknesses Coordinating in team to complete this task.</p> <p>Apart from being a little busy, she actually did a great job.</p>	<p>In this module, I was responsible for a project manager and a document researcher. As a project manager, I had to lead a group by assigning the tasks to appropriate members and creating the working plan, so the team could work more easily. Besides, I had to deal with the team members and follow up if they had any problems. Also being a document researcher, I think I could help my team a lot because my duty was to find official templates and other document related to the tasks. By these, the translator could work on his/her tasks more easily. I am sure I did my best to help the team to complete the tasks. Leadership and communication skills were really helpful for me because I had to be responsible, active, and ready all the time to lead and help my members to finish their tasks. Being a good leader and having a good communication skill really helped to maintain the relationship among the team members.</p>	<p>The peer feedback results were consistent with the reflective journal results for this student. Her peers reflected positive comments on her leadership and responsibilities, while the student herself also reported her satisfaction in her own performance.</p>
Student 4	<p>Strengths She was flexible and easy going. For example, she always agreed with other people's opinion. Moreover, she was ready to do any tasks that the project manager assigned her to do.</p> <p>She was a flexible and adaptable person; she could take any responsibilities assigned by the manager. She volunteered to do the hardest part of the working process, i.e. a translator, and did it quite well.</p> <p>Weaknesses She was very busy during working with the team so she couldn't do her best to help the team. To illustrate, she</p>	<p>The role that I had in this module was a translator. I communicated with my team through LINE application on my smartphone. Firstly, we chose the role that we wanted. My role as a translator was to translate the document. After that, I sent the translated text to the editor for checking and editing my work. I did my best. I didn't think it was so satisfactory, but that was all I could do. The communication skill was the most important skill in this module because I needed to communicate with my team. Sometimes, doing something</p>	<p>The peer feedback results were in line with the reflective journal results in that the student wasn't sure if her task was that satisfactory although she did her best, while her peer said she didn't do her best as her work contained some mistakes. Also the student also reflected that she needs more leadership skills, which is in accordance with what her peer said about her need to express more opinions</p>

	<p>completed her task—translation—on her cell phone and thus the page of the document wasn't organized and there were some parts of the work left untranslated. That created more burdens for the editor. She should have done better (at least organize the page for me), I guess. However, she translated the text quite well and there weren't many that needed an edit.</p> <p>I think she should have given more opinions when the team had to discuss the problems and find the solution for the tasks. I hope she will try more to express her opinions to the group next time.</p>	<p>like this alone may be too difficult for me. I love to work in a team. The skill that is still required is the leadership skill. At first, my team didn't have a lot of leadership skills. Everyone was too considerate that our work didn't progress much.</p>	
Student 5	<p>Strengths She had commitment.</p> <p>She was a good project leader. She was active. That our work finished fast and accurately was because of her. She was smart and prudent.</p> <p>Weaknesses There is nothing she can do more effectively for our team because she worked hard and effectively.</p> <p>It is better to work at day time, not night time, but I understand that most of our ages often go to bed late.</p>	<p>In this module, I was responsible for the roles as a document researcher and a project manager. For the former role, I dealt with references and suggested the translator information which could be useful to the translation. Besides, I managed a working schedule and explained what my group had to do in a limited time. I coordinated with them by asking them for opinions and voting when we were about to work on something in a project.</p> <p>When we discussed something, we would vote as mentioned before. In my view, I think my communication skills need to be improved. Sometimes, the communication was unsuccessful because I could not arrange my words to express what I wanted my teammates to do and explain what I was working on.</p>	<p>The student tended to underestimate her own performance as opposed to the peer feedback. In the peer feedback, the peers mostly gave positive comments on this student. However, in the self reflection, the student said she needed to improve her communication skills.</p>
Student 6	<p>Strengths The most valuable thing that this person gave our team was being a good listener and good follower. She always followed the team's agreement.</p> <p>Her knowledge.</p>	<p>In this module, I was a terminologist and an editor. As a terminologist, I researched a lot of technical terms of each word and phrase because this is a formal letter. I had to carefully choose the level of formality of each word. At first, I found the English version of only at a phrase level, and we had to</p>	<p>This student seems to be satisfied with her own performance as she put a lot of emphasis on how careful she was about checking. However, this contradicted to what her peers reflected about her lack of carefulness as she often made mistakes.</p>

	<p>Weaknesses I think it is carefulness that she should work hard on it. She often made mistakes when working on a project. Although it was not that much, it led to trouble making our team's performance slow.</p> <p>She should be more active.</p>	<p>combine them ourselves. Luckily, one of the members found a reliable letter which we could use as our example. As an editor, I had to check again and again if the formality of words were accurate and used in real life. I also checked the spelling, format, punctuation and grammar. We communicated by Line and Facebook. Although we had our own responsibilities, actually we worked together and helped each other.</p> <p>I am pleased with my part. At first, I didn't find many words, and they were not enough for the translator, so I added more words and edited the work very carefully. Communication skill is the most important one for working as a team. If you fail in communication, the work may go in the wrong way.</p>	
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Table 3.20: Results of peer feedback compared to results of reflective journals

From the results of the reflective journals when compared to those of the peer feedback, both similarities and contradictions between the peers' and the students' perspectives could be found. Therefore, these two instruments could serve as useful tools to crosscheck data from the two sides. However, since sometimes the two instruments showed contradictory results, it would be helpful to have another instrument for triangulation of data.

Interview

Three voluntary students were interviewed at the end of the course. All of the students reflected that they were motivated to perform better after seeing the peer feedback results. One student said she was a bit surprised to learn that her peers had some negative attitudes towards her performance despite her own belief that she already did her best. In addition, all the students interviewed said that their communication and negotiation skills had improved from doing the teamwork. However, two of them said they still needed to improve their leadership skills, particularly after seeing the feedback from their peers.

(2) The students' attitudes towards team-based learning

To answer this question, the questionnaire was used as a quantitative instrument to measure the students' attitudes towards team-based learning. Then the results from reflective journals and interview were used to triangulate the data.

Questionnaire

The overall score of the questionnaire is 4.26, which is quite high. The item with the highest score was the importance of the ability to collaborate with peers to achieve translation tasks with the score of 4.83, followed by good cooperation among team members, TBL's development of communication skills, and TBL's help to motivate the students to study more, all with the score of 4.67. Meanwhile, the item with the least score belong to understanding what iRAT and tRAT are, with the score of 3.67, followed by usefulness of iRAT, with the score of 3.83.

No.	Statement	Mean
1.	Activities in TBL is a valuable experience.	4.50
2.	TBL improves educational environment of class.	4.17
3.	TBL makes learning enjoyable for me.	4.17
4.	TBL uses the class time well.	4.17
5.	TBL helps me compare myself with my classmates.	4.17
6.	I think studying preparatory materials prior to the lesson is a useful activity.	4.33
7.	I understand what individual readiness assurance process (iRAT) and team readiness assurance process (tRAT) are.	3.67
8.	I find individual readiness assurance process (iRAT) useful.	3.83
9.	I find team readiness assurance process (tRAT) useful.	4.33
10.	I can apply the knowledge gained from preparatory materials, and the iRAT and tRAT tests to my assigned task.	4.33
11.	I contribute meaningfully to the TBL discussions.	4.33
12.	Other team members participate like me.	4.50
13.	Cooperation among team members is good.	4.67
14.	TBL helps me develop my communication skills while working in the team.	4.67
15.	TBL helps me develop my leadership skills while working in the team.	4.33
16.	There is mutual respect for other teammates' viewpoints during TBL.	4.17
17.	I have positive attitudes about working with my peers.	4.50
18.	The ability to collaborate with my peers is necessary to achieve translation tasks.	4.83
19.	Solving problems in a group is an effective way to practice what I have learned.	4.17
20.	TBL helps me identify my strengths and weaknesses.	4.33
21.	TBL encourages me to cooperate with others.	4.17
22.	TBL helps my mental motivation and further readiness for class.	4.33
23.	TBL motivates me to study more.	4.67
24.	TBL motivates me to continue learning in a team.	4.00
25.	TBL results in better learning compared to individual study.	4.33
26.	I learn more through TBL.	4.33
27.	TBL helps me solve problems better.	4.00
28.	TBL results in better decision making for every problem.	4.00
29.	I am an active learner during the TBL sessions.	4.17

30.	Most students are attentive during TBL sessions.	4.00
31.	I pay attention most of the time during the TBL sessions.	4.17
32.	TBL extends learning retention.	4.00
Total		4.26

Table 3.21: Results of the questionnaire for the pilot study

From these results, we can see that most of the items with high score belonged to cooperation and motivation. This is in line with the students' comments in their reflective journals, which stated that working in a team contributed to faster work, rich discussion, and better performance. Below are some examples of the students' comments.

I found that working in a team with role assignment is useful for achieving my task. I achieved my task faster and more effectively. (S1, pilot study reflective journal)

Working in a team was really useful and helpful when it came to translation because it must take way longer and harder to complete the whole process alone than with a team. (S2, pilot study reflective journal)

After participating in this project, I realized that working step by step is much better. Moreover, if we work in a team, the outcome will be better. (S5, pilot study reflective journal)

On the other hand, the items with the least score belonged to readiness assurance process. From the interview with three voluntary students, two of them said they were not so sure about the usefulness of the readiness assurance process as it was quite theoretical for the translation assignment and couldn't easily be applied in the real translation task. However, one student reflected that it was interesting as students should get to learn theories or principles prior to doing things in practice. She said *"I like learning principles first. It gives us some background knowledge about certain types of translation. Although it cannot directly be applied in the translation task, it's*

the thing we should know about each type of translation.” (S6, pilot study interview, translated)

All the students also reflected in their journals that role assignment was useful for doing translation tasks as it was a way to equip each student with how to perform the tasks under each role precisely and effectively. This is evident in the students’ reflective journals as follows:

These activities made me know what I should do and what is suitable for me. I think working in a team is very helpful. I just learned that there are many roles in the translation process. I found that it is hard to finish the tasks by oneself. Working in a team will enhance the quality of the tasks because all members are assigned the suitable roles for them. Moreover, we can help discuss the problems in order to find out the best solutions for our assignment.

I find working in a team with role assignments useful. The reason is that we can share our thoughts within the group and ask whether it works or not. Certainly, the project will not proceed with flying colors without the proper management. (S5, pilot study reflective journal)

Moreover, all the students viewed their roles important to the success of the team task. This is evident in some of the comments in the students’ reflective journals.

I think my roles, a terminologist and an editor, were important as much as the others. A terminologist helped the translator reduce her burden so that she could work more easily. An editor was even more important since I needed to be particularly careful to make the final draft as perfect as it could be. (S2, pilot study reflective journal)

I believe that my roles are important in the process. As a project manager, I have to follow up all members to work on their tasks based on the working plan, deal with them, and check out that the final draft is containing all the translation requirements. As a document researcher, I have to find the reference documents and templates to help the translator work more easily. In fact, I think every role is important in the process. If we miss only one role, the members will have to work harder and the quality of the task might be lower. (S3, pilot study reflective journal)

A project manager is like a compass that guides members to the right way. Apart from project manager, document researcher is one of the roles I am responsible for. This role is also important in terms of dealing with information. Document researcher will extract and compare information in several extents then suggest it to the translator. Consequently, it will help translator get deeper insight in what he or she is translating and the translated text will be more precise and concise. (S5, pilot study reflective journal)

However, there were some students who commented that they didn't really understand about the overall process of this learning approach, which might obstruct their good performance. Below are examples of such comments.

I didn't gain more insights into how to perform my task much. I think it's because it is the first time for this task, but I like group work. Working in a team with role assignment is useful to finish this work. Working alone is too hard, difficult and tiring. (S4, pilot study reflective journal)

I gained more insight into how to perform my task, but it is still unclear in some extents. It was like we knew what to be done in a large scale. In contrast, I did not know in details which parts needed to be

considerately done. Also, I did not know if what I was doing was in accordance with instructions. For this reason, it affected my performance somehow. (S5, pilot study reflective journal)

From the interview with some students, all the students said that they saw the team-based learning approach with role assignment useful to some extent, but they needed more time to be involved in this kind of learning in order to make judgment whether it really is effective in their view. The students also suggested that it would be ideal for the instructor to allow each team to select their own members because they would feel more comfortable working with whom they are familiar.

3.10.5 Discussions and proposed changes for the main study

From the results of the pilot study, it was found that the students had high interpersonal competence from the beginning as evident in the students' score awarded by their peers. However, there were contradictions in the peer comments on the students' performance and the students' evaluation of their own performance in some instances. Thus, it is suggested that the main study should add another instrument, such as observation, as a way to triangulate data from the outsider's perspective.

With regard to the students' attitudes towards team-based learning, the overall score from the questionnaire was 4.55 out of 5, which is very high. However, some items under the readiness assurance process received relatively low scores. The students reflected that they were not sure about the usefulness of this process and why they had to take two tests with the same test items. Therefore, for the main study, it is recommended that the researcher should make things clear to the students at the beginning of the course about the importance of this process. Also, the test items may be adjusted to be more applicable to the translation assignment.

Another concern raised by the students is about team formation. The team-based learning approach stated that the team should be formed by the instructor to ensure that each team is composed of students with mixed abilities. However, some students said choosing teams for the students could lead to team conflicts as they had to stay with those they were not familiar with, so the instructor should allow the students to select their own team. From the students' concern together with the

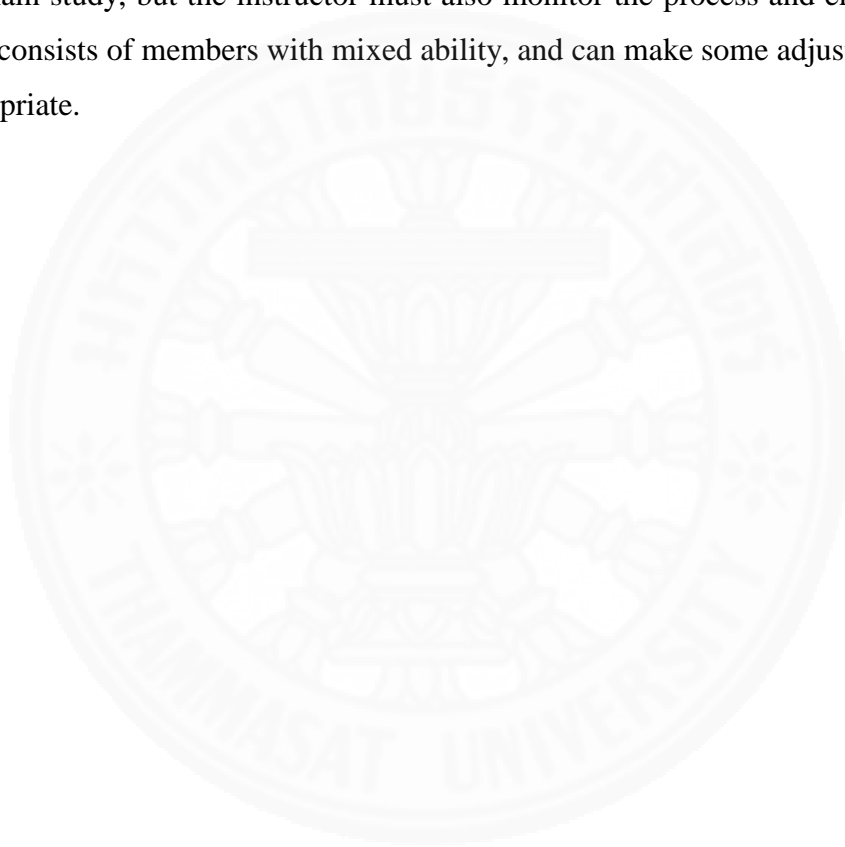
suggestion from a proposal defense committee saying the students should be allowed to select their own team to prevent conflicts, it is suggested that for the main study, the students should be allowed to form their own team under the condition that the instructor should ensure that each team has members with mixed performance and may make changes as deemed appropriate.

3.11 Conclusion

This study aimed to address three research questions, including the effect of the team-based learning approach on the students' translator competence, namely communicative competence, strategic competence, interpersonal competence, instrumental competence, and awareness of the translation profession; the team-based learning process really taking place in class; and the learners' attitudes towards team-based learning in a translation classroom context. The participants of the study included 27 students from two sections in the course "Advanced Translation from Thai into English" at a Thai public university. This study is a one-group pretest-posttest design using the mixed method approach. The instruments used for collecting data included pre-tests/post-tests, peer feedback, reflective journal, questionnaire, observation, and interview. For analysis of data, pre-tests and post-tests used the scoring rubric developed by the American Translators Association. Then the pre-test and post-test results were compared using t-test. Meanwhile, for the peer feedback and questionnaire, the five-point Likert scale was used. However, for interpretation of the data, the peer feedback results of the four modules were compared using One-Way ANOVA, while the questionnaire was calculated for the mean. As for the qualitative data from reflective journals, interviews, and observation, content analysis was employed.

The results from the pilot study conducted with six students in the course entitled Translation from Thai into English revealed that the students showed high interpersonal competence from the beginning, with some further need for leadership skills. However, there were some contradictory results between the peer feedback comments and the students' own comments in the reflective journals. Some students viewed that they did very well in the team task, but the results of the peer feedback showed the opposite. Thus, it is suggested that the main study should add another

instrument to triangulate data. In addition, the students' overall attitude towards team-based learning with role simulation was quite positive. However, the scores for the readiness assurance process was relatively low, with the students citing that they didn't clearly understand what it really was. Thus, the main study should address this point clearly at the beginning. Finally, some students suggested that team be formed by the students themselves to prevent conflicts. Therefore, to meet each other halfway, it is recommended that the students be allowed to form their own teams in the main study, but the instructor must also monitor the process and ensure that each team consists of members with mixed ability, and can make some adjustment as found appropriate.



CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents and discusses the findings based on the research questions. It is divided into five main sections, including (4.1) learning effects, (4.2) learning process, (4.3) learning attitudes, (4.4) discussion related to the relevant theory and framework, and (4.5) Discussion related to previous studies.

4.1 Learning effects

4.1.1 To what extent do learners exhibit their communicative competence?

To answer this research question, pre-tests and post-tests in the form of translation tasks were administered at the beginning and the end of the four modules, including Module 1: Translation of Academic Documents, Module 2: Translation of Audiovisual Documents, Module 3: Translation of Documentaries, and Module 4: Translation of Novels. To clarify, a pre-test was administered on the first day of each module. From Day 2 to Day 5, the team-based learning approach was implemented as a treatment. Finally, on the last day of the module or Day 6, the students were tested again, using a different test which had been validated by three experts in the field of translation, language education, and applied linguistics.

The results were interpreted based on the scoring rubric adapted from American Translators Association Certification Program Rubric for Grading. There are four evaluation categories, including usefulness/transfer, terminology/style, idiomatic writing, and target mechanics. For usefulness/transfer, the translation tasks were checked against the translation brief to see if they met the specified purposes (for example, for being published in an international journal), and if all the messages from the source texts were transferred into the target text. Under the category “terminology/style”, the researcher looked for appropriate use of language and register to suit the text type and the audience, while natural use of target language (no awkward expressions) was investigated under the category “idiomatic writing.” Finally, for target mechanics, the translation tasks were checked if they contained grammatical errors or misuse of punctuation and misspelling. The score of each

category was assigned according to the band descriptor as strong (4), acceptable (3), deficient (2) or minimal (1) as can be seen in the following table.

	Usefulness/transfer	Terminology/style	Idiomatic writing	Target mechanics
STANDARD	The translated text is fully usable for the purpose specified in the Translation Briefs. The meaning and sense of the source text have been fully and appropriately transferred to the translated text.	Terminology is appropriate in context. Style and register are appropriate for the topic in the target language and for the specified audience.	Translated text reads smoothly. Wording is idiomatic and appropriate for the topic in the target language and for the specified audience.	Translated text fully follows the rules and conventions of target language mechanics (spelling, grammar, punctuation, etc.)
Strong	Translated text transfers meaning in a manner fully consistent with the Translation Briefs. Translation contains few or no transfer errors, and those present have a minor effect on meaning.	Translated text contains few or no inappropriate term or style/register choices. Any errors have a minor effect on meaning.	Translated text is almost entirely idiomatic and appropriate in context. Any errors have a minor effect on meaning.	Translated text contains few or no errors in target language mechanics.
Acceptable	Translated text transfers meaning in a manner sufficiently consistent with the Translation Briefs. Translation contains occasional and/or minor transfer errors that slightly obscure or change meaning.	Translated text contains occasional and/or minor inappropriate term or style/register choices. Such errors may slightly obscure meaning.	Translated text contains occasional unidiomatic or inappropriate wording. Such errors may slightly obscure meaning.	Translated text contains occasional errors in target language mechanics.
Deficient	Translated text transfers meaning in a manner somewhat consistent with the Translation Briefs. Translation contains more than occasional transfer errors that obscure or change meaning.	Translated text contains frequent inappropriate and/or incorrect terms or style/register choices. Such errors may obscure or change meaning.	Translated text contains frequent and/or obvious unidiomatic or inappropriate wording. Such errors may obscure or change meaning.	Translated text contains frequent and/or obvious errors in target language mechanics.
Minimal	Translated text transfers meaning in a manner inconsistent with the Translation Briefs. Translation contains frequent and/or serious transfer errors that obscure or change meaning.	Translated text contains excessive inappropriate and/or incorrect terms or style/register choices. Such errors obscure or change meaning.	Translated text contains excessive and/or disruptive unidiomatic or inappropriate wording. Such errors obscure or change meaning.	Translated text contains excessive and/or disruptive errors in target language mechanics.

Table 4.1: Scoring rubric for translation tasks

After the papers were graded by the researcher, another two instructors were asked to perform validation of the scores for triangulation purposes. In other words, the two instructors checked if the scores awarded to each student were reasonable. If there was a disagreement, a majority vote would be taken into account. Apart from the pre-tests and post-tests, information from interviews was adopted to

elicit further details on the students' views on their own improvement in communicative competence and factors leading to such improvement.

Overview

Table 4.2 below shows the overall pre-test and post-test scores of the four modules displayed by category. The overall number of students across the four modules is 104 (N = 104) as there were 25, 26, 26, and 27 students doing the pre-test and post-test in modules 1, 2, 3, and 4, respectively. It can be seen that the mean scores for all the categories increased in the post-test. That is, from 1.92 to 2.89 for transfer/usefulness, from 2.23 to 2.73 for terminology/style, from 2.10 to 2.60 for idiomatic writing, from 2.34 to 2.78 for target mechanics, and from 8.59 to 11.00 for the total score. After the data were analyzed using dependent sample t-test, it was found that there was a significant difference between the students' total pre-test and post-test scores at the 0.05 level.

Category	Test type	N	Mean	SD	t	p
Transfer/usefulness (4 points)	Pre-test	104	1.92	.618	-15.714	*0.05
	Post-test	104	2.89	.556	-8.875	
Terminology/style (4 points)	Pre-test	104	2.23	.526	-8.625	*0.05
	Post-test	104	2.73	.487	-8.137	
Idiomatic writing (4 points)	Pre-test	104	2.10	.430	-17.787	*0.05
	Post-test	104	2.60	.493	-15.714	
Target mechanics (4 points)	Pre-test	104	2.34	.551	-8.875	*0.05
	Post-test	104	2.78	.607	-8.625	
Total score (16 points)	Pre-test	104	8.59	1.568	-8.137	*0.05
	Post-test	104	11.00	1.501		

Table 4.2: Dependent sample t-test for overall pre-test and post-test scores

Considering the difference in pre-test and post-test scores, we can see that the category with the highest increase is transfer/usefulness at 0.97 points, followed by terminology/style and idiomatic writing, both at 0.5 points, and target mechanics at 0.44 points, respectively. The reason for the distinguished increase in score for transfer/usefulness could be due to the fact that the students learned more about the text norm and had increased translation speed after some practice. To explain, when the students did their pre-test, they didn't know the translation norm of each text type; therefore, they translated without having the audience and purpose of translation in

mind. All they did was just translating directly, sometimes even without trying to understand the source text first. As a result, it led to wrong messages conveyed to the readers. Moreover, some students didn't finish their translation pre-tests as they were not accustomed to the language in each text type prior to the lesson. However, once the students had a chance to do the teamwork assignments with guidance from professional translators, they realized what they had to do to come up with better translation products to meet the translation brief requirements.

Meanwhile, the differences in scores under the category terminology/style, idiomatic writing, and target mechanics were quite similar, which are 0.5, 0.5 and 0.44, respectively. It is assumed that unlike usefulness/transfer, these three categories are not what the students could pick up fast within one course, as a lot of practice is required to be able to select appropriate words and expressions, as well as to use correct grammar. Thus, the improvement is not so outstanding compared to usefulness/transfer. This is clearly evident in the students' reflective journals from the first to last modules, complaining about their need for more grammatical accuracy. For instance, in the last module, some students wrote *"I have developed communication and leadership skills, but I need more language skills. My grammar is still weak"* (S24, module 4 journal, translated)

The next section illustrates the pre-test and post-test scores by module. The data were presented in the form of difference in scores between the pre-test and the post-test, and whether such difference is statistically significant at the 0.05 level.

Module 1

Table 4.3 below shows the pre-test and post-test scores of Module 1. The number of students doing the pre-test and post-test in this module is 25 (N = 25). It can be seen that the mean scores for all the categories increased in the post-test. That is, from 1.60 to 2.68 for transfer/usefulness, from 2.00 to 2.24 for terminology/style, from 2.04 to 2.52 for idiomatic writing, from 2.24 to 2.64 for target mechanics, and from 7.88 to 10.08 for the total score. After the data were analyzed using dependent sample t-test, it was found that there was a significant difference between the students' total pre-test and post-test scores at the 0.05 level.

Module 1	Category	Test type	N	Mean	SD	t	p
Academic documents	Transfer/usefulness (4 points)	Pre-test	25	1.60	.645	-7.111	*0.05
		Post-test	25	2.68	.476		
	Terminology/style (4 points)	Pre-test	25	2.00	.500	-2.295	*0.05
		Post-test	25	2.24	.436		
	Idiomatic writing (4 points)	Pre-test	25	2.04	.351	-3.674	*0.05
		Post-test	25	2.52	.510		
	Target mechanics (4 points)	Pre-test	25	2.24	.523	-4.000	*0.05
		Post-test	25	2.64	.490		
	Total score (16 points)	Pre-test	25	7.88	1.453	-6.441	*0.05
		Post-test	25	10.08	1.038		

Table 4.3: Dependent sample t-test for module 1 pre-test and post-test scores

When the results are considered by category, we can see the highest increase in “transfer/usefulness” like in the previous table. However, the number which is quite suspicious falls on “terminology/style” with an increase of only 0.24 points. From this phenomenon, it is assumed that since abstracts consist of a lot of technical terms, the students were able to apply the knowledge learned only to some structural patterns, but not for all the technical terms in a different translation context, especially when discussing backgrounds and results of the research. For instance, in the pre-test, the research background mentioned the government’s economic stimulus measure “Shop for the Nation”, while in the post-test, the research background was concerned with students’ stress and adaptation levels. Thus, when the technical terms changed, it was hard for the students to apply what they had learned to the new context. According to the first module’s reflective journals, 47.06% of the problems encountered in the first module reported by the students were technical terms, which is the highest number. This issue was reflected in some students’ reflective journals as follows:

It was hard to find certain technical terms. Some of them had too many word choices to choose from. I didn’t search for technical terms in English for some words as I didn’t realize they were technical terms at all. (S16, module 1 reflective journal, translated)

I found a lot of technical terms, so it took a lot of time to search for their English meaning. Also, the language used was very formal, so I had to do a lot of research. The problem was we had never worked on this kind of

text before, and we needed to find examples as a guideline. (S15, module 1 reflective journal, translated)

Below is an example of a student's pre-test and post-test in this module. The table consists of six columns, including pre-test source text, pre-test translation, researcher's pre-test remarks, post-test source text, post-test translation, and researcher's post-test remarks, respectively.



Pre-test source test	Pre-test translation	Researcher's pre-test remarks	Post-test source text	Post-test translation	Researcher's post-test remarks
<p>การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ ยืนยันว่าผู้ที่ซื้อสินค้าหรือบริการเพื่อ ลดหย่อนภาษีตามมาตรการกระตุ้น เศรษฐกิจ “ซื้อช่วยชาติ” เป็นกลุ่มผู้มี เงินได้ที่มีรายได้สูงและเป็นผู้มีเงินได้ที่ ต้องชำระภาษีตามที่รัฐบาลได้คาดหวัง ไว้ และเพื่อศึกษาปัจจัยอื่นๆ ที่มีผลต่อ โอกาสในการซื้อสินค้าหรือบริการเพื่อ ลดหย่อนภาษีตามมาตรการกระตุ้น เศรษฐกิจ “ซื้อช่วยชาติ” โดยการทำ การสำรวจกลุ่มตัวอย่างนักศึกษา ปริญญาโท คณะบริหารธุรกิจ มหาวิทยาลัยรัฐบาลแห่งหนึ่ง จำนวน 655 คน โดยใช้แบบสอบถาม</p> <p>ผลการศึกษาพบว่าผู้มีเงินได้ที่มีรายได้ เฉลี่ยต่อเดือนสูงและผู้มีเงินได้ที่ต้อง ชำระภาษีมีโอกาสในการซื้อสินค้าหรือ บริการเพื่อลดหย่อนภาษีตามมาตรการ กระตุ้นเศรษฐกิจ “ซื้อช่วยชาติ” ดังที่ รัฐบาลได้คาดหวังไว้จริง</p>	<p>This study is aimed to <u>assure</u>¹ that people who <u>buy</u>² goods or service to reduce taxes according to the stimulus package “<u>buy for the nation</u>”³ <u>are</u>² the ones whose income <u>is</u>² high and who <u>have</u>² to pay for the taxes as the government expected. The study is also to investigate other factors which have an effect <u>on such matter</u>⁴. The survey <u>is</u>² conducted with 655 graduate students of <u>Faculty</u>⁵ of Business Administration at a public university by using <u>the</u>⁶ <u>questionnaires</u>.⁷</p> <p>The result shows that people whose average income per month <u>is</u>² high and who <u>have</u>² to pay for the tax (<u>not finished</u>).⁸</p>	<p>¹The word should be changed to “confirm” or “affirm.” (PP – lexical errors) ²Should be past tenses. (PP – grammatical errors) ³Should be capitalized as it’s the name of a package. (PP – formal errors) ⁴Not clear/the translator omitted the source text message. (PP – text-level error) ⁵Article (PP – grammatical error) ⁶Article (PP – grammatical error) ⁷Spelling (PP – formal error) ⁸Work incomplete</p> <p>The student received 8 points out of 16 Transfer/usefulness = 2 Terminology/style = 2 Idiomatic writing = 2 Target mechanics = 2</p> <p>*As the student could not finish translation, “transfer/usefulness” point was deducted.</p>	<p>วัตถุประสงค์ของการวิจัยในครั้งนี้เพื่อ ศึกษาระดับความเครียดและการปรับตัว ตลอดจนเปรียบเทียบความเครียดของ นักศึกษาระดับปริญญาตรีชั้นปีที่ 1 มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ที่มีลักษณะพื้นฐานและการปรับตัว แตกต่างกัน โดยใช้แบบสอบถามเก็บ ข้อมูลจากกลุ่มตัวอย่างจำนวน 396 คน การวิเคราะห์ข้อมูลใช้ค่าร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน t-test และ การวิเคราะห์ความแปรปรวนทางเดียว (ANOVA) โดยใช้โปรแกรม คอมพิวเตอร์สำเร็จรูป จากการทดสอบสมมติฐานพบว่า นักศึกษาระดับปริญญาตรีชั้นปีที่ 1 มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ที่มีลักษณะพื้นฐานแตกต่างกันมี ความเครียดแตกต่างกันอย่างมีนัยสำคัญ ทางสถิติที่ระดับ .05 ยกเว้น นักศึกษาที่ บิดามืออาชีพแตกต่างกัน มีความเครียดไม่ แตกต่างกัน และนักศึกษาที่มีการปรับตัว แตกต่างกัน มีความเครียดไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติ</p>	<p>The purpose of this research is to study the <u>stress level and adaptation</u>¹ as well as to compare the <u>stress</u> of the first-year undergraduate students at Rajamangala University of Technology, who had different social <u>background</u>² and adaptation. <u>Questionair</u>³ was the data collecting instrument used to question <u>396 of the samples</u>⁴. <u>Percentile</u>⁵, mean, standard deviation, t-test and analysis of variance (ANOVA) were used to analyze the data by software packages.</p> <p>The hypothesis testing found that the first-year undergraduate students at Rajamangala University of Technology Thanyaburi, who had different social <u>background</u>², had significantly different stress level at 0.05, <u>excluding</u>⁶ the students whose fathers had different <u>career</u>²; their stress level was not varied. The students who had different <u>adaptation</u>¹ didn’t have significant difference in stress level.</p>	<p>¹Should add “level” after adaptation → “the stress and adaptation levels.(CP) ²Should be plural (PP – grammatical error) ³Spelling (PP – formal error) ⁴Wrong number telling (stress should be changed to grammatical error) ⁵Wrong word (percentage) (PP – lexical error) ⁶Can’t be translated literally from the source text. (PP - text-level error)</p> <p>The student received 11 points out of 16 Transfer/usefulness = 3 Terminology/style = 3 Idiomatic writing = 3 Target mechanics = 2</p> <p>*The student could complete the task, but some parts were incorrectly conveyed. Also, there were still grammatical mistakes.</p>
*PP and CP stand for production problem and comprehension problem, respectively.					

Table 4.4: Examples of module 1 pre-test and post-test (S5)

From the above table, it can be seen that the post-test score has improved, but still consisted of errors, particularly grammatical and lexical errors. In the post-test, the student could finish the translation. Thus, her transfer/usefulness score picked up slightly. However, since the meaning of some parts was incorrectly conveyed^{1,6} and with other errors combined, the score for transfer/usefulness could not reach the full point of “4.” Meanwhile, terminology/style and idiomatic writing in this piece of work were still not perfect, but better than the pre-test, so the scores for these two categories were 3. As for target mechanics, the student still made a lot of simple mistakes, so the score remained at 2 like in the pre-test.

Module 2

Table 4.4 below shows the pre-test and post-test scores of module 2. The number of students doing the pre-test and post-test in this module is 26 (N = 26). It can be seen that the mean scores for all the categories increased in the post-test. That is, from 2.23 to 3.23 for transfer/usefulness, from 2.46 to 3.04 for terminology/style, from 2.38 to 2.88 for idiomatic writing, from 2.58 to 3.04 for target mechanics, and from 9.65 to 12.19 for the total score. After the data were analyzed using dependent sample t-test, it was found that there was a significant difference between the students’ total pre-test and post-test scores at the 0.05 level.

Module 2	Category	Test type	N	Mean	SD	t	p
Audiovisual documents	Transfer/usefulness (4 points)	Pre-test	26	2.23	.430	-9.014	*0.05
		Post-test	26	3.23	.430		
	Terminology/style (4 points)	Pre-test	26	2.46	.508	-5.839	*0.05
		Post-test	26	3.04	.344		
	Idiomatic writing (4 points)	Pre-test	26	2.38	.496	-4.372	*0.05
		Post-test	26	2.88	.326		
	Target mechanics (4 points)	Pre-test	26	2.58	.578	-3.638	*0.05
		Post-test	26	3.04	.662		
	Total score (16 points)	Pre-test	26	9.65	1.263	-10.718	*0.05
		Post-test	26	12.19	1.167		

Table 4.5 Dependent sample t-test for Module 2 pre-test and post-test scores

When each category was examined, it was found that the increase in score for each category was quite similar to the overall score shown in Table 4.2. However, what is interesting is the relatively high mean scores of both pre-test and post-test for Module 2. That is, in Module 2, transfer/usefulness, terminology/style, idiomatic writing, and total score in the pre-test were at 2.23, 2.46, 2.38, 2.58 and 9.65, respectively, while in module 1, they were at 1.60, 2.00, 2.04, 2.24, and 7.88, respectively. The post-tests score of both modules also went in the same direction.

From this phenomenon, it is assumed that the reason for the high score in module 2 for both pre-test and post-test is due to the nature of audiovisual documents, which, in this case, are movie subtitles. Since movie subtitles use the spoken language, the students tended to find it easier to translate compared to other text types. Unlike the first module where the most prevalent problem reported was technical terms, the second module's reflective journals reported the problem of translation with equivalent effects, which accounted for 37.5%. To explain, in this module, most students raised concern over making the translated text sound as natural as the source text due to cultural difference and keeping the sentences short due to limited screen space. For example, one student reflected *“The difficulties are to make the sentences concise yet meaningful due to limited space. Also, some words (swear words/insults/exclamation) used in Thai are different from those in English, so it was difficult to find their equivalents (S1, module 2 reflective journal, translated).”* Despite some concerns about cultural issues and space limitation, it was found that the students' performance in this text type was a lot better compared to other modules as they tended to understand and translate spoken language better than written language.

Below is an example of a student's pre-test and post-test in this module. The table consists of six columns, including pre-test source text, pre-test translation, researcher's pre-test remarks, post-test source text, post-test translation, and researcher's post-test remarks, respectively.

Pre-test source test	Pre-test translation	Researcher's pre-test remarks	Post-test source text	Post-test translation	Researcher's post-test remarks
ดาล: เขาแต่งเพลงทั้งวัน นี่ไม่ต้องไปเรียนหรือ	You keep singing all day. Don't you have class today?	¹ Wrong tense (PP – grammatical error) ² Should be no	เก่ง: มีนาฬิกาแบบเรือนเมื่อก็อีกไหมครับ	Do you still have a watch like that one?	¹ Wrong phrase (should be “What a shame!”) (PP – lexical error)
เก่ง: โห...ร้องเพลงแค่นี้ก็คืองค์ด้วย	Oh, I <u>just singing</u> ¹ . Why you have to blame me?	preposition (PP – lexical error)	พี่โหน่ง: ไม่มีแล้ว...ที่ส่งมาแค่เรือนเดียว...หายากนะรุ่นนั้น	No! I only got one. That edition is rare.	² Too wordy (should be “for their partner” or “for their lover”.) (PP – other error)
ดาล: ทำไม รุ่นที่คูน้องไม่ได้หรือ	Why? Why can't a senior <u>blame on</u> ² a junior?	³ Wrong tense (PP-grammatical error) ⁴ Incomplete (PP – text-level error)	เก่ง: เรอะ เสียคายนะจะซื้อให้แฟนหน่อย	Really? <u>What a pity!</u> ¹ I want to buy it for my girlfriend.	³ Could make it shorter to suit the spoken language (So, why did you call me here?)
เก่ง: แหม....ค้ายชิเคอะ	Well...of course you can.	⁵ Wrong part of speech (PP –grammatical error) ⁶ Wrong tense (PP – grammatical error)	พี่โหน่ง: โครมร้านที่ซื้อให้แฟนทั้งนั้น...ลองเลือกรุ่นอื่นดูสิ...ยังมีอีกเยอะน่า	Everyone comes to my shop to buy things for <u>his or her lover</u> ² . Find something else. There are a lot.	
ดาล: นี่เก่ง ตัวเองก็ขี้ขามาจะ ชินเหลวไหลอีก เดียวก็จบเข้ากันไปใหญ่	Hey, Keng, you just <u>start over</u> ³ at this university. If you are still truant, your graduation will be delayed.	⁷ Wrong subject-verb agreement (PP – grammatical error)	เก่ง: ฮัลโหล ว่างหรือเปล่า...มาหาที่ร้านกิฟท์ช็อปที่หน้าม.หนอง...น่านะ	Hello, are you free? Come see me at the gift shop in front of the university, please.	The student received 13 points out of 16 Transfer/usefulness = 3 Terminology/style = 3 Idiomatic writing = 3 Target mechanics = 4
เก่ง: ก็ใครทำเราต้องมาเป็นเด็กชิวที่นี่ล่ะ	And, who <u>(not finished)</u> ⁴	⁸ Meaning not in line with that of the source text (PP-other error)	ก้อย: อันนี้แหละ น่ารักสุด	This one. It's the cutest.	
ดาล: ไม่เห็นต้องมาอื่นใหม่เลย เรียนที่เดิมก็ได้....เสียเวลาเปล่า ๆ	You don't even have to <u>re-entrance</u> ⁵ . You <u>can study</u> ⁶ at the same place... This only <u>waste</u> ⁷ your time.	⁹ Wrong spelling (PP – formal error)	เก่ง: จิงดิ	Really?	
เก่ง: ก็ใช่ แต่เรียนที่อื่นไม่มีดาลนี่	Yes, but I <u>want to study with you</u> ⁸ .	The student received 9 points out of 16 Transfer/usefulness = 2	เก่ง: อันนี้น่ารักกว่า	This one is cuter.	
เก่ง: เดียวเราต้องไปเรียนแล้ว ดาลไปส่งหน่อยสิ	I have to go study now. Can you give me a ride?	Terminology/style = 3 Idiomatic writing = 2 Target mechanics = 2	ก้อย: แล้วแกจะโทรเรียกฉันมาทำไมเนี่ย	<u>So, why did you call me to come here?</u> ³	
ดาล: ดาลต้องรีบไปธุระนะ เก่งไปเองก็แล้วกัน	I have to go on my business. Can you go by yourself?		เก่ง: ชอบอันนั้นหรือจิงจิงซื้อให้	You like that one? I will buy it for you, then.	
เก่ง: อืมม...	<u>Uhhh</u> ⁹ ...		ก้อย: จิงนะ ชึ่งวะ	Really, I appreciate it.	
*PP and CP stand for production problem and comprehension problem, respectively.					

Table 4.6: Example of module 2 pre-test and post-test (S18)

From the above table, it can be seen that the post-test has improved as it consisted of few serious errors. For example, the obvious incorrect word in this case is only “เสียดาย”, which was translated as “What a pity!” instead of “What a shame!” Meanwhile, other comments for the post-test were on appropriateness of expressions, but not for errors. Thus, the transfer/usefulness score picked up from 2 to 3 as the student could convey almost all the messages from the source text, except that some parts were still too wordy, which didn’t suit the purpose of movie subtitles. Terminology/style and idiomatic writing also received the score of 3 as there were still some inappropriate words or expressions. However, target mechanics received the score of 4 as no grammatical mistake was found in the post-test.

Module 3

Table 4.7 below shows the pre-test and post-test scores of module 3. The number of students doing the pre-test and post-test in this module is 26 (N = 26). It can be seen that the mean scores for all the categories increased in the post-test. That is, from 1.62 to 2.77 for transfer/usefulness, from 2.04 to 2.73 for terminology/style, from 1.92 to 2.38 for idiomatic writing, from 2.19 to 2.73 for target mechanics, and from 7.77 to 10.62 for the total score. After the data were analyzed using dependent sample t-test, it was found that there was a significant difference between the students’ total pre-test and post-test scores at the 0.05 level.

Module 3	Category	Test type	N	Mean	SD	t	p
Documentaries	Transfer/usefulness (4 points)	Pre-test	26	1.62	.637	-10.825	*0.05
		Post-test	26	2.77	.514		
	Terminology/style (4 points)	Pre-test	26	2.04	.445	-5.715	*0.05
		Post-test	26	2.73	.452		
	Idiomatic writing (4 points)	Pre-test	26	1.92	.484	-3.638	*0.05
		Post-test	26	2.38	.496		
	Target mechanics (4 points)	Pre-test	26	2.19	.567	-5.401	*0.05
		Post-test	26	2.73	.452		
	Total (16 points)	Pre-test	26	7.77	1.657	-10.541	*0.05
		Post-test	26	10.62	1.267		

Table 4.7: Dependent sample t-test for module 3 pre-test and post-test scores

When we looked at each category, it was found that this module had a relatively high increase in scores for transfer/usefulness and terminology/style at 1.15 and 0.69 points, respectively. It is assumed that the reason for such high increase in transfer/usefulness is due to the fact that many students couldn't complete the pre-test. Since there were a lot of long sentences with technical terms, it was difficult for the students to break sentences and find the right words in their first encounter with this kind of text. As a result, they couldn't finish the pre-test. This is supported by third module's reflective journals where 22.53% reported the problem of technical terms, followed by ambiguity and word choice, both at 14.71%. However, after the lesson, the students gained more insights into how to correctly interpret the source text, find appropriate terms, and break sentences, they could complete the post-test, and their score picked up, particularly in terms of transfer/usefulness and terminology/style. Some students reflected difficulties of this module as follows:

It was hard to find the right words as the source text was a little ambiguous.
(S8, module 3 reflective journal, translated)

In this module, I had problems finding the right words to suit the context and cover the source text meaning. (S7, module 3 reflective journal, translated)

Below is an example of one student's pre-test and post-test. From this example, the student has obviously improved in terms of word choice and sentence breaking.

Pre-test source text	Pre-test translation	Pre-test result	Post-test source text	Post-test translation	Post-test result
หัวใจสำคัญของประชาคมเศรษฐกิจอาเซียนคือการรวมสิบประเทศอาเซียนให้เป็นภูมิภาคที่เข้มแข็งทางเศรษฐกิจเป็นตลาดหนึ่งเดียว ฐานการผลิตหนึ่งเดียว ให้เกิดการหลั่งไหลอย่างเสรีของสินค้า บริการ การลงทุน และทักษะฝีมือแรงงาน ระหว่างประชากรกว่า 600 ล้านคนของอาเซียน วิกฤติเศรษฐกิจที่กำลังเกิดขึ้นกับอเมริกาและสหภาพยุโรปในเวลานี้เป็นสัญญาณกระตุ้นเตือนให้นักเศรษฐศาสตร์และนักธุรกิจทั่วโลกเริ่มหันมองอาเซียน ถ้าสิบประเทศรวมตัวกันอย่างเหนียวแน่นอาเซียนจะกลายเป็นภูมิภาคที่เข้มแข็งเป็นพลังใหม่ของเศรษฐกิจโลก	The key of AEC is a <u>combination</u> ¹ of ten countries in ASEAN to be the region that <u>have</u> ² strong economy. <u>To become a single market and manufacturing base</u> can cause the free flow of <u>products, service, investment and workers skills of more than 600 millions people in ASEAN</u> . ³ The economic crisis occurring in America and <u>Europe Union</u> ⁴ at the moment is a warning for economists and businessmen all over the world <u>to realize ASEAN</u> ⁵ . If ten countries firmly gather together, ASEAN will become the strong region and the new power of <u>world's economy</u> ⁶ .	¹ “Integration” should be the right word. (PP – lexical error) ² Wrong subject-verb agreement (PP – grammatical error) ³ Wrong sentence breaking, distorting the source text message. (It should be in the same sentence as the previous message) (PP – text level error) ⁴ Article (PP – grammatical error) ⁵ Wrong word (PP – lexical error) ⁶ Article – (PP – grammatical error) The student received 8 points out of 16 Transfer/usefulness = 2 Terminology/style = 2 Idiomatic writing = 2 Target mechanics = 2	ประชาคมเศรษฐกิจอาเซียนคือการรวมกันของพลเมืองกว่า 600 ล้านคน และเป็นการรวมประเทศที่มีรายได้ต่อคนสูงถึง 1.5 ล้านบาทต่อปี เช่น ประเทศสิงคโปร์ ประเทศที่นับได้ว่าเป็นประเทศที่เจริญรุดหน้าที่สุดในอาเซียน ทั้งๆที่ไม่มีทรัพยากรธรรมชาติเป็นของตัวเอง บางประเทศมีความอุดมสมบูรณ์ ทั้งทรัพยากรทางธรรมชาติ น้ำมันและก๊าซธรรมชาติ แต่การปกครองระบอบประชาธิปไตยเพิ่งกำลังจะเริ่มต้นขึ้น และมีรายได้ต่อคนเพียง 2,400 บาทต่อปีอย่างประเทศพม่า เปรียบเทียบกันแล้วคนสิงคโปร์ร่ำรวยกว่าคนพม่าถึง 63 เท่า เป็นความแตกต่างกันอย่างสุดขั้ว และเป็นอุปสรรคสำคัญของการรวมกันเป็นหนึ่ง	ASEAN Economic Community is the integration of 600 million citizens and is the integration of countries whose per capita income is up to 1.5 millionbath per year, such as Singapore. Singapore is the most developed country in ASEAN although it has no <u>its own natural resources</u> ¹ . Some countries like Myanmar <u>abound in</u> ² natural <u>resource</u> ³ , oil and natural gas but its democratic system has just been in the early stage and the per capita income of its people is only 2,400 baht per year. <u>Comparing to</u> ⁴ Myanmar, Singaporeans are <u>63 times as rich as Myanmar</u> ⁵ . They're completely different and this is the important hindrance for the unity.	¹ Wrong grammar (should be “no natural resources of its own”) (PP – grammatical error) ² Wrong subject-verb agreement) (PP – grammatical error) ³ Wrong number (PP – grammatical error) ⁴ Wrong grammar (should be “Compared to..”) (PP - grammatical error) ⁵ Wrong comparison (should be “Singaporeans are 63 times richer.”) (PP – grammatical error) The student received 12 points out of 16 Transfer/usefulness = 3 Terminology/style = 3 Idiomatic writing = 3 Target mechanics = 3
*PP and CP stand for production problem and comprehension problem, respectively.					

Table 4.8: Example of module 3 pre-test and post-test (S8)

From the above table, it is clear that the student did much better in the post-test than in the pre-test. The first evidence is how she correctly broke sentences. Unlike in the pre-test where the student mixed up ideas and distorted the source text meaning, the post-test was well organized in terms of ideas through good sentence breaking. In addition, in the pre-test, the student used the word “combination” for “การรวมตัว,” which is not appropriate for the context, but she changed to “integration” in the post-test, which is the most suitable word. Despite her better solutions in the post-test, there were still some grammatical errors. Thus, her scores in all categories were 3, which came to 12 in total.

Module 4

Table 4.9 below shows the pre-test and post-test scores of Module 4. The number of students doing the pre-test and post-test in this module is 27 (N = 27). It can be seen that the mean scores for all the categories increased in the post-test. That is, from 2.22 to 2.89 for transfer/usefulness, from 2.41 to 2.89 for terminology/style, from 2.04 to 2.59 for idiomatic Writing, from 2.33 to 2.70 for target mechanics, and from 9.00 to 11.07 for the total score. After the data were analyzed using dependent sample t-test, it was found that there was a significant difference between the students’ total pre-test and post-test scores at the 0.05 level.

Module 4	Category	Test type	N	Mean	SD	t	p
Novels	Transfer/usefulness (4 points)	Pre-test	27	2.22	.424	-6.008	*0.05
		Post-test	27	2.89	.641		
	Terminology/style (4 points)	Pre-test	27	2.41	.501	-4.315	*0.05
		Post-test	27	2.89	.320		
	Idiomatic writing (4 points)	Pre-test	27	2.04	.192	-5.701	*0.05
		Post-test	27	2.59	.501		
	Target mechanics (4 points)	Pre-test	27	2.33	.480	-3.407	*0.05
		Post-test	27	2.70	.724		
	Total (16 points)	Pre-test	27	9.00	1.074	-9.445	*0.05
		Post-test	27	11.07	1.639		

Table 4.9: Dependent sample t-test for module 4 pre-test and post-test scores

In this module, the total score was found to have the lowest increase of 2.07 points from the pre-test compared to other modules. This could be the result of a low

increase in transfer/usefulness and target mechanics, which were at 0.67 and 0.37, respectively. According to module 4 reflective journals, 33.33% of the problems encountered was word choice, followed by translation with equivalent effects at 18.52%. One student reflected *“I think translating novels is the most difficult of all as there are many things to consider, including register, tone of voice, and cultural terms whose equivalents in English were hard to find”* (S5, module 4 reflective journal, translated). Due to these problems, it might have led to wrong interpretation or wrong messages conveyed in the target texts.

A clear example is the case of the word “ชุดออกศึก”, which, in this context, refers to a raincoat for fighting against the rain. Some students translated it well by using the concise yet meaningful term “battle outfit” or “battle coat.” However, some students didn’t keep the sense of the source text, by just using “go-out cloth”, some used incomprehensible terms like “war rain clothing”, some mistranslated the word “ออกศึก” by simply using “Kati’s cloth,” “Kati’s dress” or Kati’s outfit, and one student even described this word by saying “Kati’s outfit that looks like she is going to the war.” This could be the reason why an increase in transfer/usefulness was slight compared to other modules.

Below is an example of a student’s pre-test and post-test in this module. Improvement could be observed, but minimally in some categories.

Pre-test source test	Pre-test translation	Pre-test remarks	Post-test source text	Post-test translation	Post test- remark
เสียงดนตรีธรรมชาติเป็นส่วนหนึ่งของบ้านริมคลองตลอดทั้งวัน เสียงไก่ขันยามเช้า เสียงลมพัดผ่านหมู่ไม้มีขามสายเสียงนกหรือไกล ๆ ยามบ่าย เสียงพายุกระทบน้ำขามเรือผ่านมา ล้วนเค็มแต่มีหลอมรวมกันเป็นเสียงเสนาะ ที่แม้จะไม่เป็นที่สังเกต แต่ก็ทำหน้าที่ขับกล่อมสมาชิกในบ้านทรงไทยหลังนี้เรื่อยมา ตามอกว่าถ้าเสียงธรรมชาติเป็นดนตรีแบ็กกราวนด์เสียงนักร้องนำ หรือคิ่ว ก็คงตกเป็นของยายอย่างไม่ต้องสงสัย	All day long, <u>natural sound</u> ¹ <u>plays along</u> ² as a part of a riverside house. <u>In the morning, there's a 'cock-a-doodle-doo'</u> . <u>Then the sound of the wind howling through a forest at noon. Followed by birds singing in the afternoon, the sound seems to come from far away. And when a boat passes by, the sounds of paddles hit the water raise up to be heard</u> ³ . All these sounds <u>assemble to be one melodic sound</u> ⁴ . Even it is not noticeable, the natural sound always <u>sooth</u> ⁵ all members of this Thai architectural style house. My grandpa said if the natural sound is a ⁶ background music, a ⁷ main singer or a diva's voice must belong to grandma without <u>hesitation</u> ⁸ .	¹ Not the same as "ดนตรีธรรมชาติ" (PP-lexical error) ² Tense (PP – grammatical error) ³ Wrong sentence breaking. It should all be in the same sentence. (PP – text level error) ⁴ Unidiomatic (PP – other error) ⁵ Tense (PP –grammatical error) ^{6 and 7} Wrong use of articles (PP – grammatical error) ⁸ Wrong word (PP – lexical error) The student received 8 points out of 16 Transfer/usefulness = 2 Terminology/style = 2 Idiomatic writing = 2 Target mechanics = 2	หากใครถามกะทิว่าชอบฤดูไหนมากที่สุด กะทิก็คงตอบไม่ถูก แต่ที่แน่ ๆ กะทิไม่เคยบ่นฤดูฝนเลย บางคนอาจจะไม่ชอบว่าฝนทำเปียกเฉอะแฉะ ไปไหนมาไหนไม่สะดวก เสื้อผ้าแห้งช้า พานเป็นหวัด กะทิก็กลัวรู้สึกตัวกลมกลืน และก็กลัวทุกครั้งที่สายฝนโปรยปรายชวนชุ่มฉ่ำ จนดาซังออกปากกับยายว่า “ดูสิ เคยเห็นไหม ปลากระดี่ได้น้ำเป็น อย่างนี้เอง จะรอให้ฝนหยุดก่อนไม่ดีกว่ารี” นำแปลกที่ยายไม่ชัดเจนดา ยายหัวเราะกับ “ชุดออกศึก” ของกะทิ	If someone asked Kati which season she liked the most, Kati didn't know what she should answer. Anyway, Kati was never bothered by rainy season for sure. Some people may not like it because it made them wet, it was not convenient to go out, clothes were dried <u>slower</u> ¹ , and they could have a cold <u>easier</u> ² . <u>Different</u> ³ from Kati, she and the rain were like a symphony. She felt lively every time that rain showered. Even her grandpa said to her grandma that. “Look! Have you even seen someone like this? Like a fish in new water. Won't it be better if you wait till the rain stops?” <u>Frankly</u> ⁴ , <u>a</u> ⁵ grandma didn't break him. She also laughed <u>with</u> ⁶ Kati's battle suit.	^{1 and 2} Wrong grammar (should be “more slowly” and “more easily”) (PP – grammatical error) ³ Should have a connector at the beginning of the sentence, such as “However.” (PP – text-level error) ⁴ Wrong word (should be “Surprisingly”) (PP – lexical error) ⁵ Wrong article (PP – grammatical error) ⁶ Wrong preposition (should be “laughed at”) (PP – lexical error) The student received 11 points out of 16 Transfer/usefulness = 3 Terminology/style = 3 Idiomatic writing = 3 Target mechanics = 2
*PP and CP stand for production problem and comprehension problem, respectively.					

Table 4.10: Example of module 4 pre-test and post-test (S4)

From the above table, it can be seen that the post-test is better than the pre-test. Particularly, the student arranged sentences and used tenses better. However, grammatical problems still existed. Thus, all the categories improved, except for target mechanics, which remained the same as in the pre-test. The improvement of target mechanics seems to be hard to control and predict. When the students translated a different text, they were challenged by different grammatical points. Therefore, they were likely to make new types of errors. For instance, in this classroom context, many of the students used unparallel tenses despite having learned from the professional translator that the past tense is commonly used in novel narratives. However, some of them started with the past tense, but ended with the present tense. Thus, their target mechanics score was deducted. Another problem causing grammatical errors is the use of long sentences in Thai without connecting words, so it was hard for the students to break sentences appropriately.

Communicative competence improvement

Although the overall post-test score improved at a statistical significance of 0.05, indicating common improvement in communicative competence among the students after being exposed to team-based learning, decreased and unimproved scores were also spotted, whose percentage can be seen in the table below.

Comparison of improvement of pre-test and post-test scores	Percent
Increase	90.38%
No improvement	7.69%
Decrease	1.92%

Table 4.11: Comparison of improvement of pre-test and post-test scores

From the table, we can see that 90.38% of the tasks across the four modules had some improvement, while 7.69% obtained the same score as the pre-test, and 1.92 % had a decrease in scores. Thus, the tasks with no improvement and decrease in scores

were closely examined. It was found that the tasks receiving unimproved score were found in modules 1 and 2. For module 2, it is possible for the score to remain stable as the text type was technical and difficult, and most students reflected that it was the hardest of all. Thus, the major problems found when marking the students' papers were that the students tended to choose wrong technical terms and organized sentences inappropriately. Meanwhile, for module 2, the reason for the stable score could be that the spoken language is easier to translate, so some students already scored high in the pre-test. Thus, no improvement was found in the post-test. Finally a decrease in scores was found in modules 3 and 4. When the students' papers receiving decreased scores were examined, it was found that it was a result of misinterpretation of the source texts, so wrong messages were conveyed in the translated text.

Factors contributing to communicative competence improvement

From all of the above, it can be concluded that after being exposed to team-based learning, significant improvement in students' communicative competence could be seen. From an interview with 13 voluntary students, 84.6% reflected that they thought their individual performance kept getting better throughout the end of the course, while 15.4% thought their individual performance improved only in some modules. What contributed to such improvement based on their reasons can be divided into four groups, including teamwork, professional translator's involvement, practice, and individual factors.

Teamwork

Teamwork is one of the factors contributing to communicative competence improvement as pointed out by 30.77% of the students interviewed. Some students reflected that teamwork could help them improve their individual communicative competence through discussions with peers. In other words, they gained knowledge and ideas from discussions with their peers and applied them in their individual translation. Below are some of the students' views on this issue.

Teamwork helped improve my individual work. Sometimes I didn't know how to translate certain words or parts, but my friends suggested interesting ideas during the team translation. I found them very useful and applied those ideas to my individual work. (S8, interview, translated)

Since the team members had varying views, I applied some of my friends' ideas and suggestions in my individual works also. (S17, interview, translated)

Professional translator's involvement

Like teamwork, 30.77% of the students interviewed pointed out that they gained knowledge from professional translators' involvement. To clarify, the professional translators' sharing of translation experience and comments on team translation drafts contributed to the individual students' improvement in communicative competence. Below are examples of students' comments on this issue.

I think the comments from the translators on our team translation made me learn more about new terms and correct sentence structure, which could be applied in my individual works.(S5, interview, translated)

I think I have better skills for individual works. Many people may be discouraged by the comments from the translators, but it challenged me to make my translation better. I didn't want to make the same mistake over and over.(S23, interview, translated)

Practice

Practicing is also one of the important factors for improvement of individual performance as reflected by 23.08% of the interviewees. Some students said their translation skills improved from having a chance to continuously practice translating, both in a team and individually. Through such practice, they could learn from the

mistakes pointed out by their peers or professional translators. This resulted in better performance in subsequent tasks. One student reflected *“I think my performance has improved a lot from the beginning as I got to practice more than I had ever done in the previous translation courses. From such practice, I have learned to translate different text types and avoid the same mistakes I had made.”* (S9, interview, translated)

Individual factors

Individual factors is another point mentioned by 15.38% of the interviewees. These included the individual’s own potential and determination to improve their own work. However, it should be noted that most of the students who reflected that the improvement of communicative competence were benefited from individual factors didn’t deny the benefit of teamwork and professional translators’ involvement. Below are examples of their comments.

I think my improvement came from both teamwork and my own determination. I think it is a failure not to improve anything across modules. I felt that I needed to make things better by not making the same mistakes again. Teamwork contributed to this point in that discussion from peers helped open my worldview. (S10, interview, translated)

I think teamwork helped improve my individual performance, but actually it depended more on individual potential rather than teamwork. (S20, interview, translated)

4.1.2 To what extent do learners exhibit their strategic competence?

First of all, it is necessary to point out what strategic competence really means. The most comprehensive definition of strategic competence is given by the Process of Acquisition of Translation Competence and Evaluation Group or so called “PACTE Group” (2011). They defined strategic competence as “procedural knowledge to guarantee the efficiency of the translation process and solve problems encountered. It serves to control the translation process. Its function is to plan the process and carry out the translation project (selecting the most appropriate method); evaluate the process and the partial results obtained in relation to the final purpose; activate the different sub-competences and compensate for any shortcomings; identify translation problems and apply procedures to solve them. (p.5)” According to Gopferich (2012), strategic competence refers to the behavior showing that in the problem solving process, a translator develops an awareness of the criteria or requirements that a specific target text has to fulfill in order to be an adequate match for the source text unit. To make it clear, translating in a strategic manner can be regarded as the opposite of guessing, conducting unsystematic searches and other non-goal-directed behavior. Fraser (2000) pointed out that strategic competence also covered the translator’s ability to manage human resources, such as knowing how to obtain necessary information from a manager or client. In addition, Arango and Koby (2003) added that a professional translator must know how to work in a team. Based on such definitions by translation scholars, strategic competence under this study is “procedural knowledge, organizational and planning skills as well as self-monitoring and revision used to solve the problems found during the translation process to guarantee the efficiency of the translation products.

Indicators of strategic competence

There have been many previous studies discussing indicators of strategic competence in the context of translation. According to Angelelli (2009), “strategic competence is truly demonstrated in the absence of problematic translations in the final product” (p. 37). Gopferich (2012) stated that the indicators of strategic behavior included translation speed, error rate, problem rate, return to translation problems, types

of translation problems and problem-solving rate, and problem-solving paths. In addition, William (2013), created a translation assessment rubric, in which all of its components reflect strategic competence. To clarify, he divided the rubric into three components, including 1) transfer/functional and textual adequacy 2) target language, and 3) terminology/research. Interestingly, all of these components reflect how strategic the translator is. In other words, if the students' score under these components increased, it means their strategic competence also increased.

The strategic competence indicators of this present study are based on the above studies. Since the translation scoring rubric adopted in this study covered the aspects of transfer/usefulness, terminology/style, idiomatic writing, and target mechanics, which correspond to what William (2013) claimed to reflect strategic competence, the students' translation task scores could be used as a means to show their improvement in strategic competence. For product-oriented aspects, in addition to task scores, we also looked into error rates, type of problems and solutions to the problem. As for the process-oriented aspect, we investigated the students' problem solving through their organization and planning, as well as monitoring and revision which contributed to the improvement of the translation products.

To answer this research question, analysis of team assignments, individual works, take-home midterm and final exams, reports of problems and solutions, reflective journals, interviews and observation were employed. The data were analyzed from two dimensions, including team translation process and product, and individual translation process and product. First of all, we inspected team translation products to see the extent of improvement from first to second draft, along with the process of organizational and planning, as well as monitoring and revision in the team contributing to such improvement. Later, we investigated individual translation products along with the individual student's process of organizational and planning skills, as well as self-monitoring and revision to see if the treatment of team-based learning with professional translators' involvement contributed to the improvement of individual students' strategic competence as well.

Error categorization

As pointed out earlier, this work applied error categorization based on the study of Gopferich (2012), who also investigated strategic competence in translation. According to his work, translation problems can be divided into three types, including comprehension problem, production problem and combined problem. They can also be sub-divided into various categories, namely lexical errors, grammatical errors, text-level errors, and other errors. The table below illustrates the error category and its explanation.

Error category	
1.Comprehension problem	Misinterpreting the source text, leading to wrong translation.
2.Production problem	
2.1 Formal errors	Punctuation, spelling, and formatting
2.2 Lexical errors	Semantic errors (Use of words and phrases which do not express the intended meaning; use of expressions which do not exist; omission of relevant information; wrong register at word level), collocation, preposition
2.3 Grammatical errors	Tense; case, number, agreement; mood; syntax (constructions which are hard to understand due to their length, long statements between brackets, etc.); and article
2.4 Text-level errors	Text coherence (incoherent text segments, for example logically wrong connection of clauses and sentences by the use of semantically inappropriate conjunctions; use of wrong pronouns; missing second part of correlative conjunctions), functional sentence perspective (wrong theme), and rhetoric (loss of communicative emphasis or effect (e.g. replacing a poem by a mere description of its content))
2.5Other	Idiomatic/genre conventions (unidiomatic expression which does not lead to a change of meaning but may make the text hard to understand or use of expressions which do not conform to genre conventions); cultural specificity (missing adaptation to the target culture or missing cultural neutralization)

Table 4.12: Error categorization (adapted from Gopferich (2012))

Below is an example of the first draft of a team assignment with both comprehension problem and production problem. The categorization of errors and explanation were also provided.

Type of problems	Source test	Translated text	Remarks
Comprehension problem	ผู้ให้ข้อมูลสำคัญ ประกอบด้วย ผู้สูงอายุซึ่งมีอายุ 60 ปีขึ้นไป ทั้งชายและหญิง พำนักอยู่ในภาคตะวันออกเฉียงเหนือ ภาคกลาง ภาคเหนือ และภาคใต้ จำนวน 48 คน บุคคลในครอบครัวที่ผู้สูงอายุอาศัยอยู่ร่วมด้วย จำนวน 4 คน เพื่อนบ้านหรือสมาชิกในชุมชน จำนวน 4 คน ประชาชนชุมชน จำนวน 4 คน และผู้นำชุมชน จำนวน 4 คน รวมทั้งสิ้น 64 คน	The informants consist of <u>elders who are 60 or older of both men and women</u> - 48 <u>elderly men and women</u> who are living in the Northeastern, Central, North and South region of Thailand, 4 family members who live with the elder, 4 neighbors or community members, 4 community philosophers and 4 community leaders, so the total are 64. (Team 5)	The underlined part is mistranslated due to the students' misunderstanding about the number of people. The correct version should be "The (key) informant consisted of 48 male and female elders who were 60 years or older, living in...."
Production problem (Lexical errors)	เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ การสัมภาษณ์เจาะลึก การประชุมสนทนากลุ่มและการสังเกตแบบมีส่วนร่วมและแบบไม่มีส่วนร่วม	The tools for gathering information are <u>inclusive interview, group conference, and cooperative and uncooperative observation</u> . (Team 1)	The underlined part is incorrect technical terms. (The correct ones should be in-depth interview, focus group discussion, and participant and non-participant observation)
	บทบาทของผู้สูงอายุไทยต่อการมีส่วนร่วมพัฒนาท้องถิ่น	the roles of Thai elders <u>to</u> ¹ participatory local development (Team 3)	Wrong preposition. (The right one should be "in")
Production problem (Grammatical errors)	ปัญหาด้านครอบครัวครอบครัวคิดภารกิจและบางครอบครัวย้ายถิ่นฐานมาจากต่างจังหวัด ทำให้ไม่คุ้นเคยกับกิจกรรมในชุมชน ส่งผลให้ขาดการเข้าร่วมกิจกรรมกับคนในชุมชน	Family <u>problems which</u> ¹ <u>elderly's families</u> ² are engaged with their works and some families move from <u>rural</u> ³ to urban, so they do not get used to community activities. These <u>cause them do not</u> ⁴ participate in activities with others. (Team 4)	¹ It is actually both grammatical and text-level errors. The students should have created the topic by using "Regarding family problems/For family problems, the elders' families..." ² Elderly is an adjective. The students should have used "the elderly's families" or "elders' families" instead. ³ Rural is an adjective. The students should have used "rural area" or "countryside" instead. ⁴ Wrong syntax. The correct one should be "These prevented them from participating..."
Production problem (Text-level error)	ปัญหาและอุปสรรคของผู้สูงอายุไทยต่อการมีส่วนร่วมพัฒนาท้องถิ่น พบว่า ปัญหาด้านตัวบุคคล ผู้สูงอายุไม่มีการตั้งเป้าหมายไว้รองรับว่าตนเองจะอยู่จุดไหน ทำอะไร และต้องปรับตัวอยู่ในชุมชนอย่างไร ตลอดจนคิดว่าตนเองเมื่อเข้าร่วมกิจกรรมจะเป็นภาระให้กับคนในชุมชน	Moreover, the result shows that the problems and obstacles of the elder participating in developing the local are personal problems because the elder do not have their target to support that where they are or what they are doing, and how they can adapt themselves in the local <u>including</u> the elder may think that if they join the activities, will they be someone's responsibilities.	The sentence is too long with incorrect connector (the underlined part). The students should have broken sentences, and the use of "including" should be changed by starting a new sentence, and inserting "In addition, they thought..."
Production problems (Other error)	ปัญหาด้านการพัฒนาชุมชนผู้นำขาดการประสานงานและการให้บริการด้านข้อมูลต่างๆอย่างต่อเนื่อง รวมถึงกิจกรรมที่จัดในชุมชนเป็นกิจกรรมที่จัดซ้ำๆ ไม่ค่อยหลากหลาย	For developing community problems, community leaders have the default of coordination and <u>informing information incessantly</u> . Moreover, community held repeatedly activities, <u>not various</u> . (Team 3)	The underlined parts showed the use of unidiomatic expression.

Table 4.13: Examples of each type of error found in the first draft of a team translation task (module 1)

Team translation

From the students' team translation across the four modules, all the second drafts improved from the first drafts. Table 4.14 below shows the overall first draft and second draft scores of the four modules displayed by category. The overall number of team translation products in each module is six pieces from six teams, so the number across the four modules is 24 (N = 24). It can be seen that the mean scores for all the categories increased in the second draft. That is, from 1.92 to 3.04 for transfer/usefulness, from 2.17 to 3.04 for terminology/style, from 2.08 to 2.92 for idiomatic writing, from 2.08 to 2.83 for target mechanics, and from 8.25 to 11.83 for the total score. After the data were analyzed using dependent sample t-test, it was found that there was a significant difference between the students' total pre-test and post-test scores at the 0.05 level. Such increase suggests that the students' team strategic competence has improved. This is in line with the PACTE Group (2011) which measured strategic competence from acceptability of the translation product, where acceptability means whether the solution effectively communicates the meaning of the source text, the function of the translation, and makes use of appropriate language.

Category	Test type	N	Mean	SD	t	p
Transfer/usefulness (4 points)	First draft	24	1.92	.504	-16.314	*0.05
	Second draft	24	3.04	.550		
Terminology/style (4 points)	First draft	24	2.17	.381	-7.987	*0.05
	Second draft	24	3.04	.550		
Idiomatic writing (4 points)	First draft	24	2.08	.408	-8.478	*0.05
	Second draft	24	2.92	.504		
Target mechanics (4 points)	First draft	24	2.08	.282	-8.307	*0.05
	Second draft	24	2.83	.381		
Total (16 points)	First draft	24	8.25	.989	-18.904	*0.05
	Second draft	24	11.83	1.341		

Table 4.14: Dependent sample t-test for total first draft and second draft scores

The following section will be devoted to evidence showing how the students arrived at a better translation product, which suggests improvement of strategic competence. It is divided into three main parts, including examples of team translation, error rate and team problem solving, respectively.

First of all, the examples of team translation tasks will be displayed. In the table, there are five columns, starting from source text, first draft, translator's comment, second draft and researcher's remarks, respectively.



Examples of team translation

Source text	First draft	Translator's comment	Second draft	Researcher's remarks
<p>การวิจัยเรื่องนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาบทบาทของผู้สูงอายุไทยต่อการมีส่วนร่วมพัฒนาท้องถิ่น 2) ศึกษาปัจจัยที่ส่งผลกระทบต่อบทบาทของผู้สูงอายุไทยในการมีส่วนร่วมพัฒนาท้องถิ่นและ 3) ศึกษาปัญหาและอุปสรรคของผู้สูงอายุไทยต่อการมีส่วนร่วมพัฒนาท้องถิ่นเป็นการวิจัยเชิงคุณภาพ ผู้ให้ข้อมูลสำคัญ ประกอบด้วย ผู้สูงอายุซึ่งมีอายุ 60 ปีขึ้นไป ทั้งชายและหญิง พำนักอยู่ในภาค ตะวันออกเฉียงเหนือ ภาคกลาง ภาคเหนือ และภาคใต้ จำนวน 48 คน บุคคลในครอบครัวที่ผู้สูงอายุอาศัยอยู่ร่วมด้วย จำนวน 4 คน เพื่อนบ้านหรือสมาชิกในชุมชนจำนวน 4 คน ปรากฏชุมชนจำนวน 4 คน และผู้นำชุมชนจำนวน 4 คน รวมทั้งสิ้น 64 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ การสัมภาษณ์เจาะลึก การประชุมสนทนากลุ่ม และการสังเกตแบบมีส่วนร่วมและแบบไม่มีส่วนร่วม วิเคราะห์ข้อมูลโดยการวิเคราะห์เนื้อหา</p>	<p>The purpose of this research was 1) <u>to study</u>¹ the roles of the Thai elderly <u>to cooperate in</u>² local development, 2) the factors affecting the roles of the Thai elderly to participate in local development and 3) problems as well as difficulties of <u>elderly</u>³ to <u>cooperate in local</u> development. This is a qualitative research. <u>Participants giving significant information</u>⁴ <u>consist of 64 elderly people</u>⁵: the 48 elderly who are above the age of 60, both males and females, living in the <u>North Eastern</u>⁷, Central, Northern and Southern regions of Thailand, <u>4 members of families living with an elderly person</u>⁸, 4 neighbors or community members, 4 communities' gurus, and 4 communities' leaders. The tools for gathering information <u>are inclusive interview, group conference, and cooperative and uncooperative observation. The content of the information is analyzed.</u>⁹</p>	<p>¹Change the position of the underlined part. (PP-formal errors) ²Is the meaning the same as that of the source text? (PP-lexical errors) ³It's an adjective. (PP-grammatical error) ⁴Find the right term (PP-lexical error) ⁵Tense (PP-grammatical error) ⁶The source text doesn't say so. (CP) ⁷Spelling (PP-formal error) ⁸Confusing (CP and PP – grammatical error) ⁹Find the right terms (PP-lexical error)</p>	<p>The purpose of this research was to 1) study the roles of the Thai elderly in participation <u>for</u>¹ local development, 2) the factors affecting the roles of the Thai elderly in participation <u>for</u>¹ local development and 3) the problems as well as difficulties of the elderly in participation <u>for</u>¹ local development. This is a qualitative research. <u>The key informants consisted of 64 people</u>²: the 48 elderly persons who were above the age of 60, both males and females, living in the Northeastern, Central, Northern and Southern regions of Thailand, 4 members of families living with an elderly person, 4 neighbors or community members, 4 community gurus, and 4 community leaders. The tools for collecting data are in-depth interview, focus group discussion, and participant and non-participant observation. The data <u>was</u>³ analyzed by content analysis.</p>	<p>¹The team changed the word to “participation” but used a wrong preposition (should be “in”) (PP-lexical error) ²The team used the correct technical term “key informants”, but organized the sentence incorrectly. (should be “There were 64 key informants) (PP – grammatical error) ³ Wrong subject-verb agreement (should be “were) (PP-grammatical error) *This draft has improved a lot from the first draft, but still contained a few errors as mentioned above.</p>
*PP and CP stand for production problem and comprehension problem, respectively.				

Table 4.15: Example of students' team translation (Team 2): Module 1 (academic document)

Source test	First draft	Translator's comment	Second draft	Researcher's remarks
<p>จ้อยอายุยังไม่เต็ม 10 ขวบคือ อยู่ป. 4 และกำลังจะขึ้นทอม 2 ในเปิดทอมหน้านี้แล้วทำไมเขาจะไม่รู้ว่าคนสติไม่คืนันมี ความหมายใกล้เคียงกับคนบ้า ที่ป้ายรถเมล์ หน้าโรงเรียนของจ้อยก็มีคนบ้า วันไหนถ้าแม่ไม่ไปรับ และต้องกลับบ้านพร้อมที่จิวที่สาวของจ้อยมักจะพาเดินมารอรถเมล์ที่ป้ายแห่งนั้น และนั่นก็เป็นโอกาสที่เขาจะได้เห็นคนบ้า</p>	<p>Joi was almost ten. He was in grade 7¹ and about to start the second semester, of course he knew that a freak was almost like a lunatic. There was a lunatic at the bus stop in front of Joi's school. When mom <u>doesn't come to pick Joi up from school, he has to go home with Jew, his older sister. She always takes him to the bus stop to wait for their ride home and that was a chance Joi got to see those kind of people.</u>²</p>	<p>¹ The source text doesn't say so (CP) ²The tense used is not consistent with the previous sentences. (PP-grammatical error)</p>	<p>Joi was almost ten. He was in grade 4 and about to start the second semester, of course he knew that a crazy man was almost like a lunatic. There was a lunatic at the bus stop in front of Joi's school. When mom didn't come to pick Joi up from school, he had to go home with Jew, his older sister. She always took him to the bus stop to wait for their ride home and that was a chance Joi got to see <u>that</u>¹ kind of people.</p>	<p>¹The student changed the word "those" to "that" despite the fact that the translator didn't comment on this point. It means the students were more careful. In this paragraph, the students solved all the problems very well.</p>
<p>จ้อยวางมือจากการเก็บหนังสือของลุงเทิดลงกล่อง คั่นแว่นตาซึ่งเลื่อนลงมาอยู่ที่ปลายจมูกให้กลับขึ้นไปเกาะคั้งดั้งเดิม เขาเดินเอาหน้าแนบประตูห้องนอน แล้วค่อยโผล่มองไปยังฝั่งตรงข้ามซึ่งเป็นห้องของแม่ ประตูบานนั้นเปิดกว้าง มองเห็นกล่องกระดาษหลายใบวางอยู่บนพื้น ข้าวของหลายอย่างในห้องแม่ดูล้าเลียงลงกล่องเตรียมขนย้าย จากครั้งนี้ จ้อยมองเห็นเพียงมือแม่ที่กางหนังสือพิมพ์อยู่ ส่วนที่จิวที่สาวคนเดียวของจ้อยกำลังใช้เชือกมัดกล่องกระดาษใบหนึ่งอย่างขะมักเขม้น ผ่านหน้าต่างหนังสือพิมพ์ซึ่งแม่ถืออยู่ จ้อยได้ยินเสียงแม่ชัดเจน</p>	<p>Joi stopped stacking Uncle Terd's books into the box. He pushed his glasses that slide down to the tip of his nose back to the bridge. He pressed his face to the door and peeked at <u>the</u>¹his mom's room across his own. The door was wide open. He can see many boxes <u>laying</u>² on the floor. Most stuffs in the room were packed and the boxes were ready to be moved. From where Joi was, he can see his mom <u>by only her hands</u>³ that <u>were spreading</u>⁴ the newspaper and <u>Jew</u>⁵ was determinedly tying a box with a rope. Through the newspaper mom was holding, Joi could hear what she said clearly.</p>	<p>-Check tenses of the whole paragraph again. They must be consistent. ¹It doesn't belong here (PP – grammatical error) ²lay needs an object (PP – lexical error and grammatical error) ³Unidiomatic (PP – other error) ⁴“were spreading” gives the sense of mom's progressive action of opening the newspaper. But from the source text, it doesn't really mean such progressive action. Please read more carefully. (CP) ⁵After “Jew”, you did not translate “พี่สาวคนเดียวของจ้อย” (PP – other error)</p>	<p>Joi stopped stacking Uncle Terd's books into the box. He pushed his glasses that <u>slid</u>¹down to the tip of his nose back to the bridge. He pressed his face to the door and peeked at his mom's room across his own. The door was wide open. He could see many boxes were placed on the floor. Most stuffs in the room were packed and the boxes were ready to be moved. From where Joi was, he only saw his mom's hands <u>while she was reading a newspaper</u>² and Jew, his only sister, was determinedly tying a box with a rope. Through the newspaper mom was holding, Joi could hear what she said clearly.</p>	<p>¹It would be better to use the past perfect tense “had slid down.” (PP-grammatical error) ²The students changed the sense of the source text. It should be changed to “he only saw his mom holding/spreading the newspaper.” (PP-)</p>
*PP and CP stand for production problem and comprehension problem, respectively.				

Table 4.16: Example of students' team translation (Team 2): Module 4 (novel)

Error rate

From the two examples of team translation tasks, we can see that the second drafts have a decreased error rate. From the first example on translation of academic document, there were many production errors, particularly in terms of lexical, grammatical and formal errors, along with some errors from comprehension problems in the first draft. Meanwhile, in the second draft, all the errors occurred from both comprehension and production problems were solved, but there were a few additional production errors occurring from the corrected parts. As for the second example on translation of novels, the first draft also contains both production and comprehension errors, and most of them were solved in the second draft. However, there was one spot that the team tried to make corrections based on the translator's comment, but it turned out to slightly change the sense of the source text. What is interesting is that in the second draft, the students decided to make some adjustment to the part which was not commented on or required by the translator to make corrections. In this case, the team changed the use of "those" to "that" to match a singular noun "kind." This shows that the team became more careful and tried to detect errors to produce a good translation final draft.

From the above examples, it could be concluded that the students' second drafts improved in all categories. However, there were some additional errors occurred as part of the corrections. For example, according to the source text "ศึกษบทบาทของผู้สูงอายุไทยต่อการมีส่วนร่วมพัฒนาท้องถิ่น", the students translated it in the first draft as "to study the roles of the Thai elderly to cooperate in local development." The translator asked the students to change the word "cooperate" to something else which corresponded to the word "มีส่วนร่วม" the most. Then, the students changed it to "the roles of the Thai elderly in participation for local development." The use of "participation" was appropriate for the context, but the students used a wrong preposition, which is "for" instead of "in."

This result is consistent with the overall score of team translation first drafts and second drafts displayed in Table 4.14 above. That is, the most improved category belongs to transfer/usefulness (1.12), followed by terminology/style (0.87) and idiomatic

writing (0.84). Meanwhile, target mechanics improved the least (0.75). This could be due to the fact that when the students made corrections to long expressions, there could be emerging errors arising from such corrections, in terms of grammar and use of new words.

From the students' interviews, 69.23% of the students thought the team translation had improved across the four modules, 23.08% thought their team had improved in some modules, and 7.69% saw no improvement. Among those who reflected improvement, the factors they claimed to contribute to their improvement in team translation products were professional translator's comments (40%), team discussion (30%), team management (20%), and learning from previous mistakes (10%).

Regarding professional translators' comments, the students reflected that they had gained a lot of insights from the expert perspectives. Unlike the feedback from peers who had the same level of knowledge, the translators pointed out the things that the students hadn't realized before. These are, for example, language register and constraints of each translation text type. One student said in an interview *"I think the translator's comments were very helpful. Sometimes we translated without thinking much about context and consistency, but the translator pointed things out for us. Finally, we could produce a more coherent translation piece."*(S20, interview, translated).

Team discussion is one factor claimed by some students to improve the team translation performance. It helped promote rich exchange of information between peers, and could supplement the limited knowledge of some team members. A student said in a reflective journal *"I don't watch movies much, so I had problems with translating subtitles. However, some team members were very keen on this issue, so they shared very valuable knowledge and experience to the team. As a result, we did a very good job on this task."*(S1, module 2 reflective journal, translated)

Meanwhile, team management is another mechanism the students used to improve their team translations. The students pointed out steps and arrangement of team work as well as quality control and work revision processes. For instance, one student mentioned *"I learned the steps of translation which helped accelerate the work and*

reduce errors. Assigning roles was also very useful as the roles were clearly divided. Each member needed to take high responsibility on their roles to help the team succeed”(Supissara’s module 1 reflective journal, translated).

The last factor contributing to the students’ improved team translations is learning from previous mistakes. Some students reflected that they tried to avoid making the same mistakes over and over. One student said in an interview *“I think I learned from mistakes. Once I knew what was wrong, I tried not to do it again.”* (S25, interview, translated)

In order to come up with improved team translation, the students needed to employ various strategies to cope with many arising problems during the project. The section below discusses the students’ team problems and the solutions. In this context, problems are categorized into two main types, namely management problem and translation problem.

Team problems and solutions

According to the results from students’ team reports on problems and solutions, reflective journals, interviews, and the researcher’s observation, it was found that the students encountered various problems. The major problems can be categorized into two main groups –management problems and translation problems

Team management problems

Each team reflected many problems found in their team management. Many students pointed out in the reflective journals, especially in the first module, that they needed more cooperation and more discussion before starting work to prevent misunderstanding, better time and task management, and more participation by certain members. For example, one student wrote in her journal *“It’s very important to discuss the source text together before translating to facilitate the translator’s and editor’s works.”* (S15, module 1 reflective journal, translated). Another student wrote *“Communication in a group needed to be improved. It was hard to communicate because our free time didn’t match.”* (S23, module 1 reflective journal, translated)

Team management solutions

In order to solve team management problems, the students reflected both in their reflective journals and interviews that they used peer feedback and organization and planning mechanism.

- Peer feedback

According to the interviews with some students, for the issues which could be directed to each individual team member, for example, a need for more communication, more cooperation, more discussion, and more participation, the students tended to point them out in the peer feedback. Since each student would learn the results of the peer feedback after being processed by the instructor at the end of each module, the students felt it was a good channel to provide recommendations or compliments to their friends. One student said in an interview *“I think peer feedback was effective. I tried to adjust myself as I cared how others thought about me.”* (S24, interview, translated). Even a more confident person, who always got comments on his overconfidence, also thought peer feedback led to some adjustment. He said *“Actually, I think I already did my best in every module, but I listened to what people commented in the feedback, and tried to adjust myself”* (S23, interview, translated).

- Organization and planning

As for the problem to be solved through team mechanism, such as translation task and time management, the students tended to adjust their organization and planning. For organization, each team could design their working mechanism by assigning people to perform different roles. To give some examples, most of the teams assigned the translator role to more than one team member, some teams even 3-4 members; some teams preferred the editor role to be assumed by two people; and some teams placed the same importance on these two roles. Meanwhile, many teams assigned more than two roles to one person, especially for the terminologist/document researcher, and project manager roles. For example, student A could be assigned to work as a terminologist/document researcher and a project manager, or as a project manager and an

editor, or as a terminologist/document researcher and an editor. In addition, while some teams had almost the same organizational pattern throughout the four modules, the other teams adjusted their team organization across modules to arrive at a better solution.

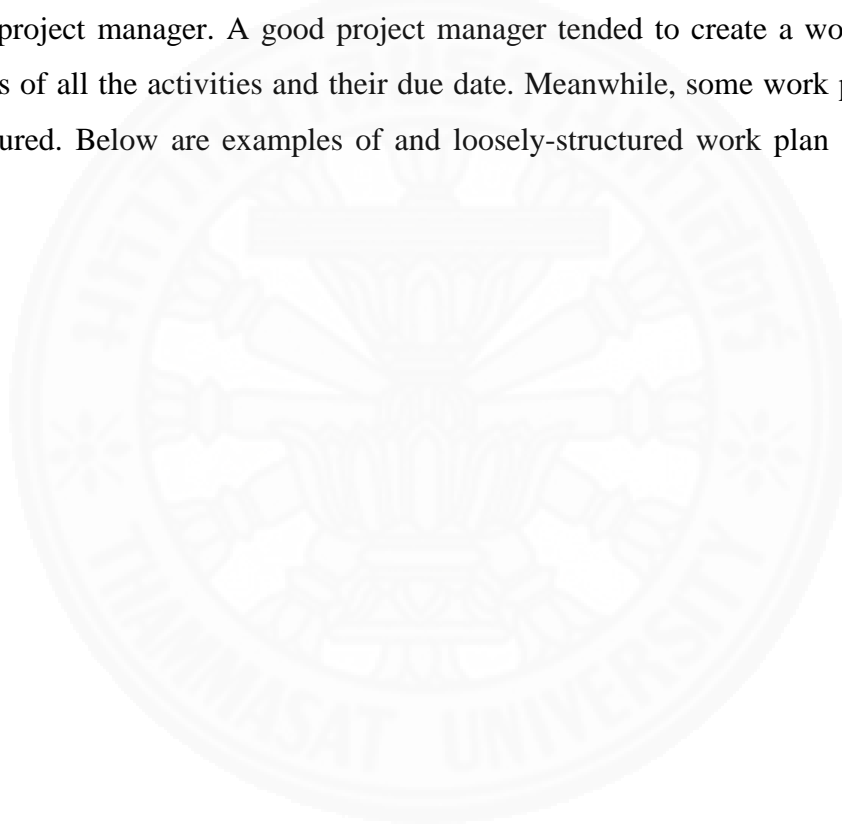
Apart from organization, each team also had their own work plan. According to the information from both reflective journals and work plans submitted by each team, it was found that each team tended to adjust their working style across modules. To serve as an example, below is a comparison of a team's work plan between Module 1 and Module 2.

Module 1		Module 2	
Role	Responsibilities	Role	Responsibilities
Project manager	-Discuss with all the members to create mutual understanding about responsibilities and due date. -Encourage team members to perform works and monitor the work progress.	Project manager	-Initiate discussion to prevent misunderstanding of the work and set clear due date for each role.
Translator	-Translate the assigned part -Ask for help from other roles in case of doubt.	Translator	-Translate the assign part
Terminologist/document researcher	-Find terms and format of work for the team	Terminologist/ document researcher	-Ask the team members whether they needed meaning of specific terms before starting translation. -Apart from the words assigned by teammates, the terminologist also studied the source text in details and tried to find the meaning of additional words not requested by the team members.
Editor	-Edit translation from two translators to be consistent and have a better quality	Editor	-Edit the works collected from the translators.

Table 4.17: Comparison of a work plan between module 1 and module 2

According to the above table, we can see that the role with some changes to their function across these two modules was a terminologist/document researcher role. In module 1, the team didn't mention negotiation of terms to be searched among the concerned parties before performing the translation task. Thus, the translator had to ask for help from other teams members along the way. On the other hand, in module 2, the terminologist/document researcher agreed with the translators prior to the translation tasks about what word to be searched. Thus, it resulted in ease of work for the translators.

In addition, it was also found that the work plan was created differently by each project manager. A good project manager tended to create a work plan with clear details of all the activities and their due date. Meanwhile, some work plans were loosely structured. Below are examples of and loosely-structured work plan and detailed work plan.



Work Plan Form
<p>Module _____ 4 _____</p> <p>Project manager</p> <p><i>Name</i> Anuruk</p> <p><i>Major responsibilities:</i> Assign works for work team and set due date</p> <p><i>Due date:</i> 2 May 2017</p> <p><i>Evidence:</i> Work plan form</p> <p>Translator</p> <p><i>Name:</i> Anuruk & Waranchaya</p> <p><i>Major responsibilities:</i> Translate the source text from English into Thai</p> <p><i>Due date:</i> 4 May 2017</p> <p><i>Evidence:</i> 1st Draft and Translation Problems & Solutions</p> <p>Editor</p> <p><i>Name:</i> Anuruk & Waranchaya</p> <p><i>Major responsibilities:</i> Revise first draft</p> <p><i>Due date:</i> 8 May 2017</p> <p><i>Evidence:</i> Revised 1st Draft and 2nd Draft.</p> <p>Terminologist/Document researcher</p> <p><i>Name:</i> Sunisa</p> <p><i>Major responsibilities:</i> Find difficult vocabulary for the translators</p> <p><i>Due date:</i> 3 May 2017</p> <p><i>Evidence:</i> Vocabulary Lists and References</p>

Figure 4.1: An example of a loosely structured work plan

Work Plan Form	
Module 3	
>Project Manager	
<i>Name:</i> KamolwanAtichartpongpun	
<i>Major responsibilities:</i>	
<ul style="list-style-type: none"> - plan a team schedule and following up a work progress - coordinate people in a team - check a completeness of a work before submitted 	
<i>Due date:</i> 18 April 2017	
<i>Evidence:</i> Work schedule	
[DRAFT 1] Tue 18 April 2017	
<ul style="list-style-type: none"> - Terminologist ขอให้ส่งศัพท์ภายในศุกร์นี้ (อย่าลืมแนบลิงก์ด้วยนะ) - Translator ส่งภายในวันอาทิตย์นี้ - แล้วEditor จะมาตรวจกันในวันจันทร์หน้า 	
*วันอังคารหน้าทุกคนมาช่วยกันตรวจdraft1 ในคาบ	
[DRAFT 2]: Sun 23 April 2017	
<ul style="list-style-type: none"> - ทุกคนช่วยกัน edit งานในคาบวันพฤ. - Editor กลับไปตรวจความถูกต้องอีกรอบ 	
>Translator	
<i>Name:</i> BoonraksaKankasame, ChonnipaNimtupariya	
<i>Major responsibilities:</i> Translate a source text	
<i>Due date:</i> 20 April 2017	
<i>Evidence:</i> 'Module 3Draft 1'	
>Editor	
<i>Name:</i> KamolwanAtichartpongpun, ChanapaPichetpun	
<i>Major responsibilities:</i> Examine and revise the appropriateness of using words and sentences in translation	
<i>Due date:</i> 20&24 April 2017	
<i>Evidence:</i> 'Module 3Draft 1(Revision)' & 'Module 3Draft 2'	
>Terminologist	
<i>Name:</i> BoonraksaKankasame, ChanapaPichetpun	
<i>Major responsibilities:</i> Search and provide words that are technical terms and suspect words	
<i>Due date:</i> 18 April 2017	

Figure 4.2: An example of a detailed work plan

It appeared in the reflective journals that the team with detailed work plan tended to accomplish their task in a more timely manner than the team with loosely structured work plan. For example, in the reflective journals of the team with detailed work plan, the team members tended to reflect such keywords in their reflective journals as “successful teamwork”, “meeting deadline” and “good coordination”. On the other hand, the team with loosely structured work plan expressed the opposite. One student wrote in his journal showing confusion and mixing up of roles in this team as follows:

My role was the group manager, which took almost no personal resource since my team members coordinated themselves well enough and managed the time better than when I was the translator and editor, so I would say I did as much as I could as a manager. However, they treated like I was an editor than a manager. I would say I was neither successful nor fail in my role since my group members went ahead and did it themselves without telling me. (S21, Module 2, reflective journal)

It was found that each team’s attempt to solve the management problem through peer feedback and organization and planning proved quite effective. It is evident in fewer negative comments in reflective journals in later modules. That is, instead of pointing out management problems, the students mentioned translation production problems in later modules. For instance, one student raised concern in the module one reflective journal that the team needed to work together and discuss more. However, in the second module, she said the team’s problem was a need for more research on technical terms and additional information, yet she pointed out that the team work and coordination in this module went very well.

Team translation problems

As for team translation problems, each team raised concern over many issues. These included the need for improved language skills, more careful works, improved source text interpretation, and more revision. For example, one student wrote in her journal “*What should be improved are interpretation skills of some team members, as well as grammar and structure, in order to create natural-sounding translation*” (S14,

module 4 reflective journal, translated). Apart from the team process problems, the students also raised specific problematic linguistic issues in translation. Major problems stated in the reports included the difficulties in finding words with equivalent meaning in the target text, selection of words with similar meaning, long source text, which made it hard to break sentences in English, and omission of subjects or objects in Thai.

Team translation solutions

The team translation solutions can be categorized into two groups, including monitoring and revision mechanism, and each team's own way of linguistic solutions

- Monitoring and revision mechanism

To solve the team translation problems, all teams adopted group monitoring or revision process. To clarify, instead of having editors to review the translation alone, all the team members at least took part in the revision process before submission of the final draft. Moreover, they adopted the tool called “Google Docs” to help facilitate the monitoring process as when any correction was made to the translation, everyone could see it real time. One student said in her reflective journal *“We usually shared the translated text on Google Doc as everyone could see the translation, make corrections and leave our remarks.”* (S8, *module 2 reflective journal, translated*).

- Each team's own way of linguistic solution

Each team reflected solutions to translation problems through various means, including further research from various sources, studying from parallel texts, asking experts, consulting team members, taking more time to understand the text, using former knowledge, and using searching techniques. For instance, one student said *“We applied knowledge gained from the previous course entitled “Translation from Thai into English” in terms of word selection, and omission of subjects and objects in Thai.”* (S1, *module 4 reflective journal, translated*). To give a clear picture, one team reflected in their report on translation problems and solutions as follows:

There are many words meaning “คนบ้า”. However, we needed to check the context as there are many types of “คนบ้า”. Our team chose to use “freak” to mean “คนสติไม่ดี” and “lunatic” for “คนบ้า”. We didn't use the term “psycho”

as it sounded more like “คนโรควิด” rather than “คนบ้า”. However, the translator commented that the word “freak” also didn’t suit the context, so we finally changed it to “crazy man.” (Team 1)

Another team also suggested an interesting way of solving problems. For instance, for the problem with cultural terms whose equivalents in English could not be found, one team said *“We tried to interpret the overall concept of the terms, and describe it. We didn’t stick to their original forms much since there was no way to find the English terms to match them” (Team 2).*

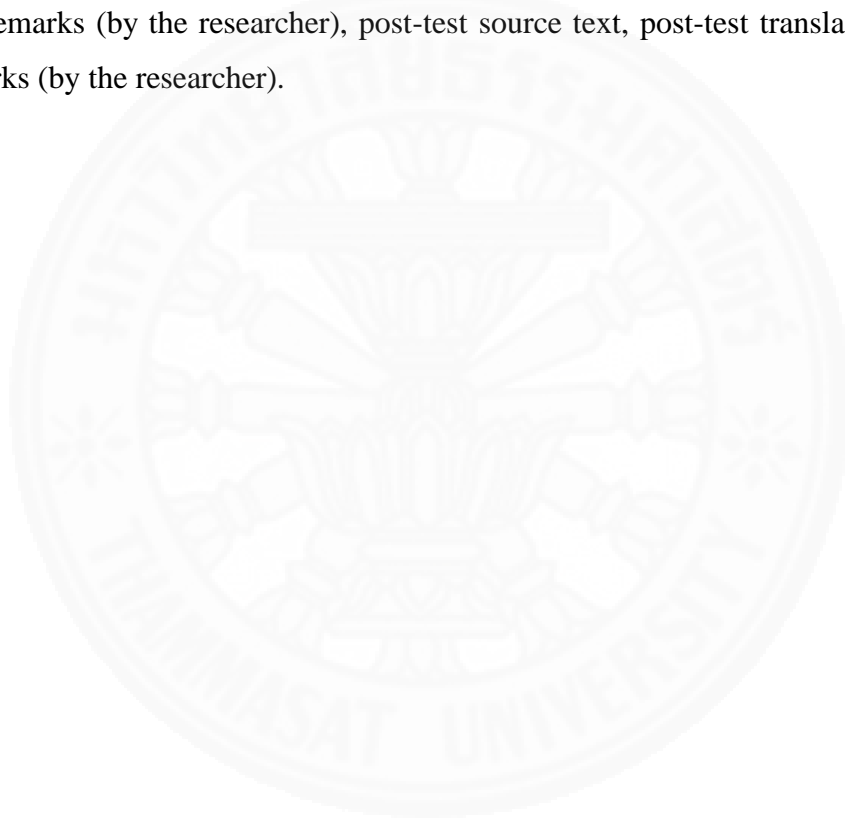
At the end of each module, the students were asked in their reflective journals if they were satisfied with the team solutions. The results revealed that those who were satisfied with the solutions accounted for 52.38%, 48%, 95.45%, and 65% for module 1, module 2, module 3, and module 4, respectively.

Therefore, we could say that team strategic competence seems to improve as evident in the improved team translation performance across the four modules at a statistical significance level of 0.05. This is in accordance with the indicator of strategic competence mentioned by Angellelli (2009), who said that the absence of problems in the final translations demonstrates strategic competence. However, the students’ own perception of their own satisfaction on problem solving fluctuated across modules. But it could be claimed that there was improvement in students satisfaction on their own problem solving from the beginning of the course as satisfaction increased from 52.38% in the first module to 65% in the fourth module.

The following section discusses the students’ individual translation with the purpose to check if the team translation could contribute to improvement of strategic competence in individuals.

Individual translation

As pointed out in the communicative competence earlier, the students' individual students' pre-test and post-test scores across the four modules show significant improvement at the 0.05 level. This is one of the evidence showing that strategic competence of the students had also improved as fewer errors or translation problems were found in the post-tests. Therefore, this section will start with looking at the error rate of individual translations. The tables below illustrate examples of individual translation. There are six columns, including pre-test source text, pre-test translation, pre-test remarks (by the researcher), post-test source text, post-test translation, and post-test remarks (by the researcher).



Examples of individual translation (pre-test and post-test)

Pre-test source text	Pre-test translation	Pre-test remarks	Post-test source text	Post-test translation	Post test- remarks
<p>การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อขึ้นชั้นว่า ผู้ที่ซื้อสินค้าหรือบริการเพื่อลดหย่อนภาษี ตามมาตรการกระตุ้นเศรษฐกิจ “ซื้อช่วยชาติ” เป็นกลุ่มผู้มีเงินได้ที่มีรายได้สูงและเป็นผู้มีเงินได้ที่ต้องชำระภาษีตามที่รัฐบาลได้คาดหวังไว้ และเพื่อศึกษาปัจจัยอื่นๆ ที่มีผลต่อโอกาสในการซื้อสินค้าหรือบริการเพื่อลดหย่อนภาษีตามมาตรการกระตุ้นเศรษฐกิจ “ซื้อช่วยชาติ” โดยการทำการสำรวจกลุ่มตัวอย่างนักศึกษาปริญญาโท คณะบริหารธุรกิจ มหาวิทยาลัยรัฐบาลแห่งหนึ่ง จำนวน 655 คน โดยใช้แบบสอบถาม</p> <p>ผลการศึกษาพบว่าผู้มีเงินได้ที่มีรายได้เฉลี่ยต่อเดือนสูงและผู้มีเงินได้ที่ต้องชำระภาษีมีโอกาสนในการซื้อสินค้าหรือบริการเพื่อลดหย่อนภาษีตามมาตรการกระตุ้นเศรษฐกิจ “ซื้อช่วยชาติ” ดังที่รัฐบาลได้คาดหวังไว้จริง</p>	<p>This study <u>has</u>⁴ an objective to affirm that people who <u>buy</u>⁴ commodities or services according to <u>economic stimulating measure</u>³ “<u>shopping help the world</u>¹” <u>is</u>⁴ the group who <u>has</u>⁴ <u>high salary and revenue</u>¹ and <u>pays</u>⁴ tax <u>which the government has expected</u>⁴. Also, the research <u>is</u>⁴ conducted to study other factors (<u>not translated</u>)⁵ by surveying <u>example groups</u>³ such as <u>master’s degree student</u>⁴ of <u>business administration faculty</u>² at a government university by using a questionnaire.</p> <p>The study result <u>is found</u>⁴ that people who <u>have</u>⁴ an <u>average high salary</u>³ and people who <u>have</u>⁴ the <u>revenue to be paid for tax</u>³ and <u>have</u>¹ the chance to <u>buy the commodities or</u> (<u>not finished</u>)⁵</p>	<p>The underlined parts are errors that need to be corrected. These include: ¹represents comprehension problem ²represents formal errors (punctuation, spelling, formatting) ³represents lexical errors ⁴represents grammatical errors ⁵represents text-level errors ⁶represents other errors (idiomatic writing/genre conventions, and cultural specificity)</p> <p>Remarks The students couldn’t finish the translation. The parts that weren’t finished are marked under ⁵</p>	<p>วัตถุประสงค์ของการวิจัยในครั้งนี้เพื่อศึกษาระดับความเครียดและการปรับตัวตลอดจนเปรียบเทียบความเครียดของนักศึกษาปริญญาตรีชั้นปีที่ 1 มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ที่มีลักษณะพื้นฐานและการปรับตัวแตกต่างกัน โดยใช้แบบสอบถามเก็บข้อมูลจากกลุ่มตัวอย่างจำนวน 396 คน การวิเคราะห์ข้อมูลใช้ค่าร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน t-test และการวิเคราะห์ความแปรปรวนทางเดียว (ANOVA) โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป</p> <p>จากการทดสอบสมมติฐานพบว่า นักศึกษาปริญญาตรีชั้นปีที่ 1 มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ที่มีลักษณะพื้นฐานแตกต่างกันมีความเครียดแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ยกเว้น นักศึกษาที่บิดามีอาชีพแตกต่างกัน มีความเครียดไม่แตกต่างกัน และนักศึกษาที่มีความมีการปรับตัวแตกต่างกัน มีความเครียดไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติ</p>	<p>An objective of this research was to study <u>level</u>⁴ of stress and adaptation, as well as to compare the stress level of Rajamangala University of Technology Thanyaburi’s freshmen who had different backgrounds and adaptation by <u>using data collecting tests of 396 specimen</u>³. Data analysis was conducted by using percentage, average, standard deviation, t-test and ANOVA analysis by <u>processed computer programme</u>³. According to hypothesis testing, it was found that Rajamangala University of Technology Thanyaburi’s freshmen whose backgrounds were different had different stress level at <u>significant statistics of 0.05</u>³, but students whose parents had different careers had similar stress and students whose adaptation were different had similar stress at <u>significant statistics</u>³.</p>	<p>In the post-test, there were fewer errors compared to the pre-test. However, there are still some errors that should be corrected.</p> <p>The underlined parts are errors that need to be corrected. These include: ¹represents comprehension problem ²represents formal errors (punctuation, spelling, formatting) ³represents lexical errors ⁴represents grammatical errors ⁵represents text-level errors ⁶represents other errors (idiomatic writing/genre conventions, and cultural specificity)</p> <p>Remarks From the number, it can be found that the most found problems in the post-test for the students are lexical errors, followed by grammatical errors.</p>
*PP and CP stand for production problem and comprehension problem, respectively.					

Table 4.18: An example of a student’s individual translation (Module 1): S7

Pre-test source text	Pre-test translation	Researcher's commentaries	Post-test source text	Post-test translation	Researcher's commentaries
เสียงดนตรีธรรมชาติเป็นส่วนหนึ่งของบ้านริมคลองตลอดทั้งวัน เสียงไก่ขันยามเช้า เสียงลมพัดผ่านหมู่ไม้ยามสาย เสียงนกร้องไกล ๆ ยามบ่าย เสียงพายกระทบน้ำยามเรือผ่านมา ล้วนเค็มแต่มีหลอมรวมกันเป็นเสียงเสนาะ ที่แม้จะไม่ใช่ที่สังเกต แต่ทำหน้าที่ขับกล่อมสมาชิกในบ้านทรงไทยหลังนี้เรื่อยมา ตาบอกอ่าเสียงธรรมชาติเป็นดนตรีเบื่กราวนค้เสียงนักร้องนำ หรือคิ้ว ก็คงตกเป็นของชายอย่างไม่ต้องสงสัย	Natural music <u>is</u> ⁴ a part of the canal-side house all day long. The sound of chicken cooing in the mornings, <u>those of wind</u> ³ blowing against trees in the <u>late</u> ³ , <u>some of far-off birds</u> ^{3,4} singing in the afternoon, and <u>others of</u> ³ paddles rowing against water when boats <u>pass</u> ⁴ are all a compound of euphonious sounds. Even though not noticed, it <u>has been continuously lulling</u> ⁴ the members in this Thai-style house. Grandfather said that if the natural sounds <u>are</u> ⁴ the background music, the lead singer or diva's voice, without doubt, <u>is</u> ⁴ grandmother's.	The underlined parts are errors that need to be corrected. These include: ¹ represents comprehension problem ² represents formal errors (punctuation, spelling, formatting) ³ represents lexical errors ⁴ represents grammatical errors ⁵ represents text-level errors ⁶ represents other errors (idiomatic writing/genre conventions, and cultural specificity) Remarks: In this pre-test, all the errors are lexical and grammatical errors. The student used present tenses instead of past tenses.	หากใครถามกะทิว่าชอบฤดูไหนมากที่สุด กะทิก็คงตอบไม่ถูก แต่ที่แน่ ๆ กะทิไม่เคยบ่นฤดูฝนเลย บางคนอาจจะไม่ชอบว่าฝนทำเปียกเฉอะแฉะ ไปไหนมาไหนไม่สะดวก เสื้อผ้าแห้งช้า พานเป็นหวัด กะทิกลับรู้สึคดีวักลมกลืนและดีดักทุกครั้งที่สายฝนโปรยปรายชวนชุ่มฉ่ำ จนตาข้างออกปากกับชายว่า “ดูสิ เคยเห็นไหม ปลากระดี่ได้น้ำเป็นอย่างนี้เอง จะรอให้ฝนหยุดก่อนไม่ดีกว่ารี” นำแปลกที่ชายไม่ขัดคอตา ชายหัวเราะกับ “ชุดออกศึก” ของกะทิ	If anyone asked Kati what her favorite season was, she might not know how to answer the question. But what's certain was she never complained about rainy season. Some people might not like it because rain caused them a soak, inconvenient transportation, slowly dried clothes as well as a cold. Kati, however, felt so harmonious and energetic every time it rained that grandpa talked to grandma that: “Look! <u>Have you even seen</u> ⁴ ? This is like a trichopodus leeri fish in new water. Wouldn't it be better to wait until it stops raining first?” It's unusual that grandma <u>agreed with</u> ³ grandpa. Grandma laughed at Kati's battle costume.”	The underlined parts are errors that need to be corrected. These include: ¹ represents comprehension problem ² represents formal errors (punctuation, spelling, formatting) ³ represents lexical errors ⁴ represents grammatical errors ⁵ represents text-level errors ⁶ represents other errors (idiomatic writing/genre conventions, and cultural specificity) Remarks: In this post-test, the overall translation has improved. There were only two minor mistakes in terms of grammatical and lexical errors.
*PP and CP stand for production problem and comprehension problem, respectively.					

Table 4.19: An example of a student's individual translation (Module 4): S5

Error rate

From the two examples of individual translation tasks, we can see that the post-tests have a decreased error rate. From the first example on translation of academic document, there were many production errors in the pre-test, particularly lexical, and grammatical errors. Other errors found were formal errors, text-level errors (unfinished text) along with some errors from comprehension. Meanwhile, in the post-tests, despite the same length of the source text as that of the pre-test, the student could finish her translation. Moreover, the error rate in the post-test was clearly less than in the pre-test. The only errors found in the post-test were lexical and grammatical errors. As for the second example on translation of novel, the first draft contains production errors, in terms of lexical and grammatical errors. The error rate in the post-test was minimal. In other words, there were only two mistakes found. One is the student's failure to add an object to the question "Have you ever seen?" (should be "Have you ever seen it/this?"). Meanwhile the other is the use of word which does not give the same sense as that of the source text. That is, the student use the word "agreed with" for "ไม่ขัดคอ" instead of the words like "didn't argue or didn't interrupt."

From the above examples, it could be concluded that the students' post-tests improved in all categories. This result is consistent with the overall score of the overall pre-test and post-test scores displayed in Table 4.22 above. That is, the most improved category belongs to transfer/usefulness (0.98), followed by terminology/style (0.5) and idiomatic writing (0.5). Meanwhile, target mechanics improved the least (0.44).

However, it should be noted that the improvement of scores in all categories was not as high as when doing the team translation task. The table below displays the difference between the improvement of the team translation and individual translation.

Category	Team Task	Mean	Difference	Individual Task	Mean	Difference
Transfer/usefulness (4 points)	First draft	1.92	1.12	Pre-test	1.92	0.97
	Second draft	3.04		Post-test	2.89	
Terminology/style (4 points)	First draft	2.17	0.87	Pre-test	2.23	0.5
	Second draft	3.04		Post-test	2.73	
Idiomatic writing (4 points)	First draft	2.08	0.84	Pre-test	2.10	0.5
	Second draft	2.92		Post-test	2.60	
Target mechanics (4 points)	First draft	2.08	0.75	Pre-test	2.34	0.44
	Second draft	2.83		Post-test	2.78	
Total (16 points)	First draft	8.25	3.58	Pre-test	8.59	2.41
	Second draft	11.83		Post-test	11.00	

Table 4.20: Comparison of the score improvement between team translation and individual translation

From the table above, under the column “Difference” we can see that the scores for the team task are higher than the individual task in all categories. That is, 1.12 as opposed to 0.97 for transfer/usefulness, 0.87 as opposed to 0.5 for terminology/style, 0.84 as opposed to 0.5 for idiomatic writing, 0.75 as opposed to 0.44 for target mechanics, and 3.58 as opposed to 2.41 for total scores. This suggests that although both types of tasks have increased score at a statistical significance of 0.05, teamwork tends to produce better translation.

Individual problems and solutions

Since individual work is different from teamwork in that the students had to manage the work without assistance from the team in order to come up with the best translation solutions, individual problems would focus on translation problems, not management problems. According to the results from students’ reports on problems and solutions and interviews, it was found that there were many translation problems faced by individual students. The students pointed out that they had problems not understanding the source text, long sentences in the source text, confusion in the source text from no spacing, word choice, and technical terms. Based on students’ reflective journals, reports on translation problems and solutions, and interviews, the students tried to fix problems through doing a lot of research, source text interpretation and planning their translation

strategies, facilitated by knowledge and techniques gained from teamwork and professional translators' comments on team translation drafts.

Interestingly, many students reflected in an interview that teamwork and professional translators' involvement contributed to their individual improvement. For example, one student said in an interview *“I think professional translators' comments on the team translation drafts greatly benefited the individual work. Also, teamwork also helped in that we learned new ideas from others.”* (S25, interview, translated). Therefore, when the individual students had to solve problems on their own, they tended to apply what they had learned from both teamwork and professional translators' involvement. The next section discusses the students' individual problem solving, which can be divided into three sections, including researching, source text interpretation and planning translation strategies, respectively.

Researching

In students' reports on translation problems and solutions, it was found that the students tried to do a lot of research in order to arrive at the best translation solutions. These included searching for the most appropriate terms or correct sources of knowledge. Below are examples of how the students tried to do a lot of research for a good piece of translation. The examples were brought from the students' reports on translation problems and solutions of the take-home midterm and final exams.

“I searched and found that “Board” stands for Board of Directors, which was responsible for running the company business to achieve the goals and objectives. Meanwhile, “committee” is the minor group of committee. Thus, for the sentence “การศึกษานี้มีวัตถุประสงค์เพื่อศึกษาผลกระทบของการกำกับดูแลกิจการด้านความรับผิดชอบต่อกรรมการที่มีต่อมูลค่าตามราคาของกิจการ”, the word “กรรมการ” in this case should be “Board of Directors” rather than “committee.” (S2, midterm exam report on translation problems and solutions, translated)

“For some terms, many people might not think that they have specific English meaning, for example, the word “บริษัทจดทะเบียนในตลาดหลักทรัพย์.” Without searching, I would have translated it as “registered companies in the Stock Exchange of Thailand,” but in fact, it should be translated as “listed companies in the Stock Exchange of Thailand.”” (S27, midterm exam report on translation problems and solutions, translated)

“For the sentence “ ‘ลูกอาจารย์มาสายอีกแล้ว ’ครูประจำชั้นชอบพูดกับจ้อยอย่างนี้” , the words “อาจารย์” and “ครู” are called differently in Thai, but I think in English we could use the same word “teacher.” I tried to search for the word “อาจารย์” (the one teaching in a university) from <http://www.macmillandictionary.com/thesaurus-category/british/teachers-in-college-or-university>. I found that there are three possible words, including professor, instructor and lecturer. However, in this context, I still chose “teacher” as the position was not clearly pointed out although in the story, Joi’s mom was a university lecturer. (S8, final exam report on translation problems and solutions, translated)

“At first, I planned to use the word “Soi” for “ซอย.” But after doing a lot research, I found that “Lane” means “ซอย.” Therefore, I decided to use the word “lane” to facilitate foreigners’ understanding.” (S1, final exam report on translation problems and solutions, translated)

Source text interpretation

It was also found in the students’ reports on problems and solutions that they tried to interpret the source texts carefully after being faced with previous team and individual translations where ambiguity and long sentence problems were prevalent.

Below are some examples of how the students interpreted the source text to achieve a good translation.

“I wasn’t sure about point of view. I didn’t know if the writer intended to communicate through Joi’s point of view or the writer’s point of view. However, I decided to use the writer’s point of view. If the writer wanted to communicate through Joi’s point of view, he should have used the word “ผม ,” but he used the word “จอย” throughout. Therefore, I chose to use “Joi” instead of “I.” (S16, final exam report on translation problems and solutions, translated)

“In the expression “จอยมาจนอยู่แถวนี้แม่ไม่มีสมาธิทำงานเลย”, the word “จน” in this case shouldn’t be translated directly from the source text. Thus, I decided to translate it as “I don’t have any concentration when you are around here” (S2, final exam report on translation problems and solutions, translated)

“I found a Thai word which was hard to translate. For example, the term “เลขแปดมหากัศ”, which is used to mean the school start time, at first I thought I would translate it as “Dangerous Eight”, but I finally ended up with “Eight the nightmare.” (S23, final exam report on translation problems and solutions, translated)

Planning translation strategies

Based on enough research and good source text interpretation, the students had different ways of translation strategies. These included breaking sentences, use of tenses, use of description for cultural-specific terms, omission and modification. Below are examples of the translation strategies used by different students.

“Some Thai words couldn’t be translated directly into English. Otherwise, it would sound unnatural. For example, in the expression “ในขณะที่สำคัญ...”, it would be strange if I translated the word “ในขณะ” as it is. Thus, I solved this problem by omitting the word.” (S23, midterm exam report on translation problems and solutions, translated)

“For the term ‘ความหลังฝังใจ’, I decided to use “unforgettable past”. At first, I was going to just use “the past.” However, the next context talked about Joi not understanding what his mom means by “ความหลังฝังใจ”. Therefore, I thought I should find an adjective to modify the word, which is “unforgettable.” (S18, final exam report on translation problems and solutions, translated)

It could be said that individual students benefited from both teamwork and translators’ involvement to a certain degree. This is also supported by the results from students’ interviews. When the students were asked if they thought their individual translation products kept improving across modules, 84.62% agreed, while 15.38% partly agreed. Those who agreed cited reasons that the improvement came from team translation mechanism, translators’ comments on translation drafts, translation practice, and individual potential at 30.77%, 30.77%, 23.08%, and 15.38%, respectively. It can be seen that the highest percentage came from team translation mechanism and translators’ comments on translation drafts. As teamwork and translators’ involvement were carefully planned to promote the team’s problem solving using organization, planning, and monitoring skills, it served as a stage for each individual student to practice these skills through active discussion and performing their tasks under assigned roles.

4.1.3 To what extent do learners exhibit their interpersonal competence?

To answer this research question, peer feedback, reflective journals, interview and observation were adopted. These instruments can be divided into three groups based on the purpose – peer evaluation, self-evaluation, and outsider’s evaluation. That is, peer feedback was used for peers to provide feedback on each team member’s interpersonal performance, while reflective journals and interview were used to elicit the students’ views on their own interpersonal performance. In addition, observation was conducted by the researcher to see things from the view of a third person. The peer feedback was conducted at the end of each module, where each student had to evaluate their teammates’ performance using the peer feedback form consisting of 15 items with five rating scales and 2 open-ended items asking about their peer’s strengths and weaknesses. Meanwhile, reflective journals were also conducted at the end of each module. The students had to reflect their own ideas to answer the guided questions. Finally, a semi-structured interview was carried out at the end of the semester with volunteer students. As for observation, the researcher recorded in the observation note throughout the 15-week period.

The results were interpreted both quantitatively and qualitatively. In other words, the peer feedback’s first 15 items were interpreted using descriptive statistics based on 5-point Likert scale to reflect the students’ opinions towards their teammates, and the peer feedback’s open-ended part was used to support the quantitative data. Meanwhile, answers from reflective journals, interviews and observation served as qualitative sources of information in the perspective of the students towards their own interpersonal competence, and the researcher’s views towards what was going on in the classroom, respectively.

Peer feedback results

Results categorized by module

Table 4.21 below shows the peer feedback results by module. The mean scores for modules 1, 2, 3 and 4 are 4.40, 4.53, 4.52 and 4.56, respectively. We can see

that the score increased from module 1 to module 2, and from module 3 to module 4. However, the score slightly decreased from module 2 to module 3. From data analysis using one-way ANOVA, it can be concluded that the students' interpersonal competence across the four modules is not statistically different at the 0.05 level.

Module	N	Mean	F	Sig
1	26	4.40	.749	.525
2	26	4.53		
3	26	4.52		
4	26	4.56		
Total	104	4.50		

Table 4.21: One-Way ANOVA for peer feedback by module

Results categorized by item

Table 4.22 below displays the peer feedback results by item. From data analysis using one-way ANOVA, it can be concluded that the scores across the four modules for all items are not statistically different at the 0.05 level. It could be possible that the starting score in Module 1 appeared to be high, so the increase in scores in later modules might not be so obvious. In this case, the results can be discussed in two dimensions -- the items with consistent improvement and the items with inconsistent improvement.

First, six items have consistent improvement across the four modules. These include Item 3 (asking useful or probing question) with the scores of 4.2319, 4.4831, 4.4915 and 4.5350, Item 7 (showing appropriate depth of knowledge) with the scores of 4.3196, 4.4669, 4.4858 and 4.5531, Item 8 (being clear when explaining things to others) with the scores of 4.1946, 4.3915, 4.4354 and 4.4931, Item 11 (being able to listen and understand what others are saying) with the scores of 4.5396, 4.5562, 4.5927 and 4.6796, Item 12 (showing respect for opinions and feelings of others) with the scores of 4.5412, 4.6204, 4.6296 and 4.7531, and Item 14 (fully accomplishing the assigned role) with the scores of 4.5946, 4.6662, 4.7027 and 4.7131.

On the other hand, there are nine items with inconsistent improvement across the four modules. They include Item 1 (arriving on time and remaining with team during activities) with the scores of 4.4319, 4.6000, 4.4762 and 4.5104, Item 2 (demonstrating a good balance of active listening and participation) with the scores of 4.3896, 4.5142, 4.4735 and 4.6588, Item 4 (sharing information and personal understanding) with the scores of 4.3512, 4.4869, 4.4781 and 4.5604, Item 5 (identifying references with relevant information) with the scores of 4.2458, 4.3327, 4.3262 and 4.5019, Item 6 (being well prepared for team activities) with the scores of 4.3531, 4.4654, 4.5888 and 4.5865, Item 9 (giving useful feedback to others) with the scores of 4.4200, 4.5138, 4.4888 and 4.5069, Item 10 (accepting useful feedback from others) with the scores of 4.5554, 4.6312, 4.5858 and 4.6331, Item 13 (coordinating with the other team members very well to complete the assigned role) with the scores of 4.3923, 4.6031, 4.5215 and 4.5608, and Item 15 (performing the assigned role in a way that helps facilitate other team members) with the scores of 4.4715, 4.5935, 4.5215 and 4.6138.

Below is the table displaying scores of each category across the four modules.

Item	Module	Mean	F	Sig
1. Arrives on time and remains with team during activities.	1	4.43	.430	.732
	2	4.60		
	3	4.48		
	4	4.51		
	Total	4.50		
2. Demonstrates a good balance of active listening and participation	1	4.39	1.180	.321
	2	4.51		
	3	4.47		
	4	4.66		
	Total	4.51		
3. Asks useful or probing questions	1	4.23	1.686	.175
	2	4.48		
	3	4.49		
	4	4.54		
	Total	4.44		
4. Shares information and personal understanding	1	4.35	.720	.542
	2	4.49		
	3	4.48		
	4	4.56		
	Total	4.47		
5. Identifies references with relevant information	1	4.25	1.252	.295
	2	4.33		
	3	4.33		
	4	4.50		
	Total	4.35		
6. Is well prepared for team activities	1	4.35	.899	.445
	2	4.47		
	3	4.59		
	4	4.59		
	Total	4.50		
7. Shows appropriate depth of knowledge	1	4.32	1.663	.180
	2	4.47		
	3	4.49		
	4	4.55		
	Total	4.46		
8. Is clear when explaining things to others	1	4.19	1.990	.120
	2	4.39		
	3	4.44		
	4	4.49		
	Total	4.38		
9. Gives useful feedback to others	1	4.42	.212	.888
	2	4.51		
	3	4.49		
	4	4.51		
	Total	4.48		
10. Accepts useful feedback from others	1	4.56	.204	.894
	2	4.63		
	3	4.59		
	4	4.63		
	Total	4.60		

11. Is able to listen and understand what others are saying	1	4.54	.483	.695
	2	4.56		
	3	4.59		
	4	4.68		
	Total	4.59		
12. Shows respect for the opinions and feelings of others	1	4.54	.978	.407
	2	4.62		
	3	4.63		
	4	4.75		
	Total	4.64		
13. Coordinates with the other team members very well to complete the assigned role.	1	4.39	.694	.558
	2	4.60		
	3	4.52		
	4	4.56		
	Total	4.52		
14. Fully accomplishes the assigned role.	1	4.59	.539	.657
	2	4.67		
	3	4.70		
	4	4.71		
	Total	4.67		
15. Performs the assigned role in a way that helps facilitate other team members.	1	4.47	.525	.666
	2	4.59		
	3	4.52		
	4	4.61		
	Total	4.55		

Table 4.22 One-Way ANOVA for peer feedback by item

From the above table, it is interesting to note that the improvement from module 1 to module 2 is relatively high for all items. For example, in item 3 (asking useful or probing questions), the score in module 2 increased by 0.25 points from module 1, while the scores in module 3 and module 4 increased by 0.008 and 0.04 from module 2 and module 3, respectively. This occurrence could be due to the fact that in module 1, everything was new to the students – the team task, the team members, and the

interaction with the professional translator, so the students performed the task without clear goals or direction in mind. However, after the end of the module, the researcher processed the peer feedback data and sent the results to each student via email. After the students saw the feedback, they tended to improve their performance in the following module, and the score in module 2 noticeably picked up. Below is an example of the peer feedback result each student received via email at the end of each module.

Item	Score
1. Arrives on time and remains with team during activities	5.00
2. Demonstrates a good balance of active listening and participation	3.75
3. Asks useful or probing questions	4.25
4. Shares information and personal understanding	4.00
5. Identifies references with relevant information	4.00
6. Is well prepared for team activities	4.25
7. Shows appropriate depth of knowledge	3.75
8. Is clear when explaining things to others	4.00
9. Gives useful feedback to others	4.00
10. Accepts useful feedback from others	3.50
11. Is able to listen and understand what others are saying	4.25
12. Shows respect for the opinions and feelings of others	3.75
13. Coordinates with the other team members very well to complete the assigned role.	4.25
14. Fully accomplishes the assigned role.	4.25
15. Performs the assigned role in a way that helps facilitate other team members.	3.75
Average	4.05
<p>Comment</p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> -Worked fast. -Has leadership skills and paid attention to the task. -Punctual -Took an active role in the task, paid attention to questions and expressed opinions very well. <p><u>Weaknesses</u></p> <ul style="list-style-type: none"> -Be more careful with details of the task. -It's good to be confident, but should listen to others more. -Should listen to friends' opinions. -Should check accuracy of the task and be more careful. 	

Table 4.23: A sample peer feedback

Items with consistent improvement

There were six items with consistent improvement. These include asking useful or probing questions, showing appropriate depth of knowledge, being clear when explaining things to others, being able to listen and understand what others are saying, showing respect for opinions and feelings of others, and fully accomplishing the assigned role. Below are examples of comments reflecting towards each item. The comments for each item are divided into two categories – comments for improvement and comment as a compliment. These comments are taken from Modules 1, 2 and 3 only as they could be used to improve the following task, while Module 4 was the last module, and the comments could not be adopted further in the course.

Item	Comment on the peer feedback
Asking useful or probing questions	<p>Negative comments She should have asked and expressed her opinions more. She should have been more confident with what she thought and there was no need to be too considerate. However, she performed better than in the previous modules (Comment for S17, Module 3)</p>
	<p>Positive comments She always asked useful questions for the team (Comment for S25, Module 2)</p> <p>She always asked useful questions, for example, asking another translator about words to use so that the works of the two translators would be consistent. (Comment for S17, Module 1)</p>
Showing appropriate depth of knowledge	<p>Negative comments She should have studied more in order to understand the source text better. (Comment for S4, Module 1)</p>
	<p>Positive comments She has knowledge at a satisfactory level (Comment for S13, Module 3)</p>
Being clear when explaining things to others	<p>Negative comments She should have expressed her opinions more clearly, not ambiguous or vague (sometimes her opinions were so confusing.) (Comment for S14, Module 2)</p>
	<p>Positive comments She has a good command of English and could interpret the source text very well. In addition, she could explain things clearly and translated very accurately in this module (Comment for S16, Module 3)</p>
Being able to listen and understand what others are saying	<p>Negative comments It took time to explain things to her before she could understand clearly. (Comment for S14, Module 1)</p>
	<p>Positive comments</p>

	She is a good listener and punctual. (Comment for S24, Module 3)
Showing respect for opinions and feelings of others	Negative comments He should have listened to teammates' opinions more and applied those opinions in the task. (Comment for S23, Module 1)
	Positive comments She listened to others' opinions and provided good cooperation. (Comment for S11, Module 1)
Fully accomplishing the assigned role	Negative comments As a project manager, she should have set the due date for the task of each team member more clearly. (Comment for S10, Module 2)
	The first translation draft had a lot of mistakes. She should have taken more time to check accuracy of the task before passing it on to the editor. (Comment for S6, Module 1)
	Positive comments She worked really fast and could perform her role completely. As a terminologist, she prepared terms for the translator very well. (Comment for S15, Module 3)

Table 4.24: Examples of feedback for the items with consistent improvement

Since the comments on the above six items in the peer feedback's open-ended part were prevalent and they were things within the students' capacity to improve, the students tended to take them into account to maintain the team's relationship, such as through showing respect for opinions and feelings of others, being clear when explaining things to others and fully accomplishing the assigned role. This is evident in many pieces of reflective journals where students reflected strong commitment to the team task and how they negotiated with friends to reach the solutions to the tasks. Below are examples of some of the student's answers in their reflective journals to the question "How did you coordinate with the rest of the team to accomplish your own task and the team's task?" and "What is evaluation of your own contribution to the team?" These answers clearly show that the students tried to keep interpersonal relationships for the sake of team coherence.

As an editor, I tried my best to correct the translator's draft. I always consulted my teammates when I found problems and asked for their opinions on how to solve them and whether the work was ready to be submitted. I

think I did my job well but not 100% as once I got the feedback from the professional translator, I found that I had made some simple mistakes.(S27, module 1 reflective journal, translated)

When I wanted to make any corrections, I would always ask for my teammates' opinions and explain the reasons why corrections should be made. I think I did my job as an editor well, but there were still some sentences that didn't correspond to the meaning of the source text.(S25, module 2 reflective journal, translated)

We clearly divided our works and discussed each role in details so that each person could perform their role effectively. I think I contributed a lot as an editor and terminologist in this module. Apart from trying to search for difficult technical terms, I also helped with finding other information used for the translation. (S6, module 3 reflective journal, translated)

Items with inconsistent improvement

There were 9 items with inconsistent improvement. These include arriving on time and remaining with team during activities, demonstrating a good balance of active listening and participation, sharing information and personal understanding, identifying references with relevant information, being well prepared for team activities, giving useful feedback to others, accepting useful feedback from others, coordinating with the other team members very well to complete the assigned role, and performing the assigned role in a way that helps facilitate other team members. Below are examples of comments on each of the item. The comments for each item are divided into two categories – comments for improvement and comment as a compliment. Again, these comments are taken from Modules 1, 2 and 3 only.

Item	Comment on the peer feedback
Arrives on time and remains with team during activities	<p>Negative comments He should have allocated more time to the team task. Since he had so many things to do, we always had to work together at night time. (Comment for S5, Module 1)</p> <p>It was very hard to contact her. She should contribute more to the team. I mean she did well to a certain degree, but didn't use social media much. (Comment for S4, Module 2)</p> <p>Positive comments She devoted a lot of time to the team task (Comment for S8, Module 3)</p>
Demonstrates a good balance of active listening and participation	<p>Negative comments She always accepted friends' opinions. When her peers thought differently, she tended to change in favor of her peers. (Comment for S24, Module 2)</p> <p>She is a good listener. However, I think she should express her opinions more. (Comment for S26, Module 2)</p> <p>He has strong leadership skills and always expressed his opinions. However, he should listen and accept friends' opinions more. (Comment for S23, Module 1)</p> <p>Positive comments She listened to her teammates' opinions. If she thought differently, she would explain her reasons and listen to her teammates' reasons. (Comment for S25, Module 2)</p>
Shares information and personal understanding	<p>Negative comments She should explain what she thought and understood more clearly. But she did well overall (Comment for S15, Module 3)</p> <p>Positive comments She always performed analysis and had observations for interpreting the source text, and always proposed interesting opinions. (Comment for S4, Module 1)</p>
Identifies references with relevant information	<p>Negative comments She should find the words that fit more in the context. (Comment for S11, Module 1)</p> <p>Positive comments She made very clear references. (Comment for S16, Module 1)</p>
Is well prepared for team activities	<p>For improvement He needs to participate in the team task more. Also, he needs to improve his communication skills (Comment for S21, Module 1)</p> <p>Positive comments She was always willing to participate in the team task as she could be contacted any time. She also shared useful information to the team. (Comment for S3, Module 2)</p>
Gives useful feedback to others	<p>Negative comments She should think or check the work more carefully. Sometimes she asked to make corrections to what were</p>

	<p>already correct due to her misunderstanding. Since she is a confusing person, she should be more conscientious. However, she did a lot better than the province modules (Comment for S14, Module 3)</p> <p>Positive comments She gave useful feedback for correcting the translation work (Comment for S8, Module 2)</p>
Accepts useful feedback from others	<p>Negative comments It's good that he is a confident person, but he should listen to others' opinions more. (Comment for S23, Module 3)</p> <p>Positive comments -</p>
Coordinates with the other team members very well to complete the assigned role.	<p>Negative comments She rejected to perform the role she was not good at. (Comment for S19, Module 1)</p> <p>Positive comments She always coordinated with peers and shared the works and references for the team members to study and solve problems together. (Comment for S15, Module 2)</p>
Performs the assigned role in a way that helps facilitate other team members.	<p>Negative comments She should come to class on time and study more about the role as a project manager as she still had no ideas what to do. (Comment for S3, Module 2)</p> <p>Positive comments She helped her peers in other roles very well although they are not her direct responsibilities. (Comment for S24, Module 2)</p> <p>Overall, she performed her role very well and always helped the teammates. She is a person with high potential. (Comment for S16, Module 3)</p>

Table 4.25: Examples of feedback for the items with inconsistent improvement

Possible causes of inconsistent improvement

There could be various causes leading to inconsistent improvement. These include different levels of text type difficulty, role rotation, team conflicts, and peer's negative feedback.

Different levels of text type difficulty

The first possible reason for inconsistent improvement could be due to different levels of difficulty of each module. It should be noted that inconsistent improvement was mostly found between Module 2 to Module 3 for all items. From this phenomenon, it is assumed that difficulty of text types might have affected the students'

interpersonal performance to some extent. That is to say, the movie subtitle in Module 2 was easier to translate than the documentary in Module 3. This is evident in most of the students' reflective journals. Below are examples of some students' reflections on both modules when asked to write about particular difficulties they came up against in doing the task and how they solved the problems.

The difficulty of this piece of work is cultural difference and screen space limitation. Therefore, we solved the problems by relying on our experience from watching movies to make the sentences more concise, yet keep the same meaning as much as possible. (S2, module 2 and 3 reflective journals, translated)

The translated text was about His Majesty the King, so there were a lot of royal words. In addition, omission is common in Thai. Thus, we had to make a lot of interpretation before translating. Another difficulty is the fact that some parts of the task were subtitle, so there was screen space limitation. I tried to solve the problems by guessing meaning from context and breaking sentences as deemed appropriate. (S2, module 2 and 3 reflective journals, translated)

The problem is cultural difference between the source language and target language, so it was hard to find words with the same meaning. Moreover, as I had little experience in translating media, it took a long time to research. I solved the problems by searching from reliable sources on the internet. (S17, module 2 and 3 reflective journals, translated)

The problems were technical terms and ambiguity in Thai. There were several royal words and unclear sentence breaking. Thus, it needed a lot of interpretation. I solved the problems by reading the source text many times, looking at the context around, and asking for my teammate's opinions. (S17, module 2 and 3 reflective journals, translated)

From the comments above, it can serve as evidence that the students considered Module 3 a lot more challenging than Module 2. Also, the way they solved problems in Module 3 tended to rely on their own interpretation of the source text, which could lead to either correct or incorrect answers. Meanwhile, information could more easily be searched from the internet in Module 2. Due to the text difficulty, it led to uncertainty among team members and thus prevented them from interacting with each other. One student clearly pointed this out in her journal *“The teammates didn't express their opinions as much as the previous tasks, so it was difficult to make a decision. We tried to solve this problem by asking each member to give their opinions and reasons, which made us feel very uncomfortable.”* (S27, module 3 reflective journal, translated)

Due to different levels of difficulty of each text type, many interpersonal features could be affected. These are, for example, demonstrating a good balance of active listening and participation, sharing information and personal understanding, identifying references with relevant information, and giving useful feedback to others. As these features rely on deep understanding and knowledge of the text to be translated, when the text is difficult, the students tended not to share their ideas effectively.

Role rotation

Role rotation is another potential factor contributing to decreased interpersonal scores. The fact that the students had to rotate their roles across the four modules prevented them from fully improving their performance. That is, the new role in a new module meant the start of learning new things once again. One student pointed out confusion in role performance in her reflective journal that *“As for the translation part, I think I did well. What I missed was just checking some grammatical points. However, for*

the second draft, I thought it was my responsibility to make corrections first, but the editor took over the work. So I got a bit confused with the process.” (S4, module 1 reflective journal, translated) Due to misunderstanding of the role, it led to negative feedback from peers. For example, one student wrote in his journal “I tried to do as much as I could for the team, but how they relied only on me to fix everything for them showed that they did not really understand what they were doing.” (S21, module 1 reflective journal, translated). This role rotation factor could affect various interpersonal features, such as being well prepared for team activities, coordinating with the other team members very well to complete the assigned role, and performing the assigned role in a way that helps facilitate other team members.

Team conflicts

Apart from difficulty of the text and role rotation, another problem causing fluctuating score in interpersonal performance is team conflicts. There was a student who came to the researcher since the end of the first module and said he disliked teamwork and that he didn't feel like being part of the team. When asked if he wanted to change the team, he insisted that he would stay in the same team as changing to a new team wouldn't make any difference. From the researcher's observation, the interaction of members in this team was relatively low compared to that of other teams throughout the semester. This is evident in the peer feedback's open-ended part, which was mostly about lacking participation or the need for more contribution of certain team members. From this problem, many interpersonal performances were affected, for instance, arriving on time and remains with team during activities, being well-prepared for the team activities, accepting useful feedback from others, coordinating with the other team members very well to complete the assigned role, and performing the assigned role in a way that helps facilitate other team members.

Peer's negative feedback

Another possible cause of a fluctuation in interpersonal score is the peer's negative feedback. The comments on the peer feedback could promote and limit interpersonal competence at the same time. For instance, there was a case where almost

all teammates reflected on the same person that he was overconfident and that he should listen to others more. This comment was prevalent in the first two modules, and kept decreasing towards Module 4. Moreover, some students commented on their peers' grammatical errors or lack of carefulness. This could also have prevented those students from trying to express their opinions in the following tasks. The items which might have been affected include demonstrating a good balance of active listening and participation, sharing information and personal understanding, and giving useful feedback to others.

In spite of some inconsistency in improvement across modules which might be resulted from the factors mentioned above, it should be noted that the scores for all items in module 4 are higher than those of module 1, which can ensure improvement to some degree. In addition, it is evident in the peer feedback in Module 4 that students in each team tended to compliment their teammates more and point out fewer weaknesses than in the previous modules. Below are examples of the peer feedback in Module 4.

(Comment for S15, module 4 peer feedback, translated)

Strength: *She has leadership skills, could organize the team work very well, and could take a firm decision. In addition, she expressed her ideas in a way that benefited the team task and proposed various terms to the team. She was also very careful with her work and coordinated with the teammates.*

Weakness: *She did everything well, but maybe she could have expressed more opinions.*

(Comment for S1, module 4 peer feedback, translated)

Strength: *She is a very detailed, careful and helpful person. She could solve emerging problems very well and paid attention to the task and teammates. Moreover, she performed her role effectively.*

Weakness: *Maybe she could have done more researching of terms.*

Results of students' self-evaluation

In addition to the results from peer feedback, next we will look into how the students evaluated their own interpersonal performance. The instruments used for the investigation included reflective journals and interview.

Through the use of reflective journals and interviews, the students mostly reflected better interpersonal performance across modules. When the students were asked in their reflective journals what the evaluation of their contribution to the team was, the students who were satisfied with their performance were a few in the first module, but increased in later modules. That is, 32%, 50%, 66.67%. and 60%, for modules 1, 2, 3, and 4, respectively. Moreover, from the interview results, 100% of the students said they saw their own improvement in negotiation skills, communication skills, and leadership skills. For improvement of negotiation skills, the students cited that they were more brave to share ideas and discuss their points, try more to reconcile with peers, and propose ideas more while also listening to others' ideas. For improvement of communication skills, the reasons cited include the need to communicate to reach mutual understanding, trying to adjust oneself to the team through communication, and being encouraged by the peer feedback. Finally, for improvement of leadership skills, the reasons for such improvement include the need to initiate discussion from assuming the project manager role, and having to be firm with some team members who didn't perform their roles effectively. The following are some of the students comments in an interview with regard to this issue.

I think my negotiation skills have improved. As we had to discuss with friends a lot in each task, sometimes we had conflicts. Thus, we had to reconcile as much as possible. It's true that we should express our opinions, but at the same time should listen to those of our friends.(S5, interview, translated)

My communication skills have improved. At first, I didn't talk much. Some team members were not familiar with my style, so they thought I didn't pay

attention to them. I asked my close friend who was also in my team if I talked too little, and she said I should talk more. Thus, I tried to discuss more in the team.(S26, interview, translated)

The following section will discuss the students' reaction in each module based on the results of the reflective journals to see if there is any improvement of interpersonal competence across modules. Figure 4.3 below shows the results from reflective journals on the students' satisfaction of their own contribution to the team task across the four modules.

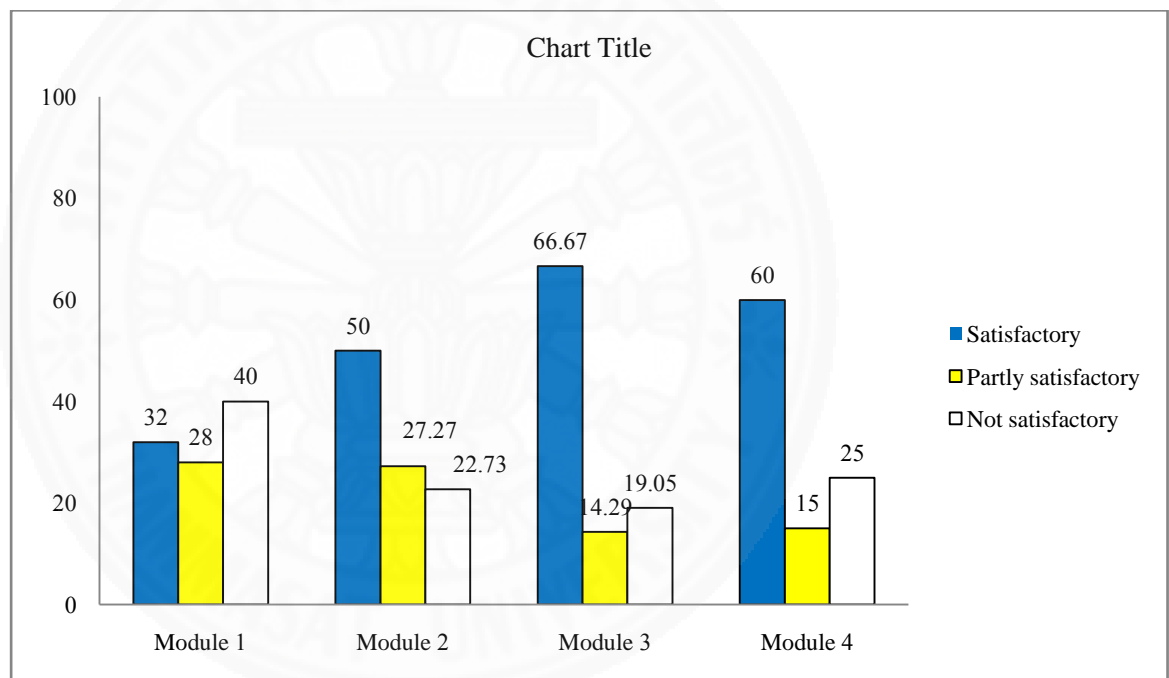


Figure 4.3: Results from reflective journals on the students' satisfaction of their own contribution to the team task across the four modules

Module 1

In the first module, only 32% of the students were satisfied with their own contribution to the team, while 28% were partly satisfied and 40% were not satisfied. When the students were asked what skills were still required in order to accomplish their task, the highest percentage was on communication skills and language skills, both at 30.77%, followed by negotiation skills and leadership skills, both at 11.54%. Below are some examples of the students' comments in the first module.

I still need to develop the negotiation skills. Sometimes I didn't manage the time well, so I failed to join the discussion among my teammates, and had to follow up and express ideas later than the rest of the team members. Also, my communication skills need to be improved because I felt that sometimes I didn't know how to explain things clearly. However, the skill that I think I already have is leadership as I am a person who can speak out my mind, and I can control the group work without having to make command. (S16, module 1 reflective journal, translated)

I think my team needs more communication skills. In other words, we should discuss things clearly before starting works. It would be better than letting mistakes occur and solve them later. In addition, we should express our ideas more. (S9, module 1 reflective journal, translated)

From this module, it can be seen that the key interpersonal skills, including communication skills, negotiation skills and leadership skills still needed to be improved.

Module 2

In the second module, the number of students who were satisfied with their own contribution to the team increased from 32% in the first module to 50%, while 27.27% were partly satisfied and 22.73% were not satisfied. When the students were

asked what skills were still required in order to accomplish their task, the highest percentage was on leadership skills, which account for 55.56%, followed by communication skills, negotiation skills, language skills, and experience, all at 11.11%. Below are some examples of the students' comments in the second module.

In this module, I participated a lot in the team task as I assumed two roles, which are terminologist/document researcher and editor. I tried hard to search for information to make the translation as accurate and appropriate as possible. However, I think I still need communication skills as sometimes my ineffective communication led to misunderstanding.(S6, module 2 reflective journal, translated)

In this module, I used a lot of negotiation skills as movie subtitles are not about facts, but figurative language, so we had different ideas about words to use. Therefore, we needed to negotiate to arrive at the best words. (S1, module 2 reflective journal, translated)

In this module, I exercised many skills, especially communication skills to create mutual understanding among team members. For example, I needed to discuss exact due date of each task, so that the work could run smoothly.(S17, module 2 reflective journal, translated)

From this module, it can be seen that communication skills and negotiation skills improved from the previous module. However, the need to improve leadership skills was reflected.

Module 3

In the third module, the number of students who were satisfied with their own contribution to the team increased from 50 % in the second module to 66.67%, while

14.29% were partly satisfied and 19.05% were not satisfied. When the students were asked what skills were still required in order to accomplish their task, the highest percentage was on language skills, which account for 50%, followed by communication skills, and negotiation skills, which account for 21.43% and 14.29%, respectively. Surprisingly, none of the students required leadership skills to be improved despite the fact that it had the highest percentage for improvement in the previous module. Below are some examples of the students' comments in the second module.

As a terminologist/document researcher, I provided the translator with word alternatives, so that she could select the best one that suit the context the most. I think I did my best in this module. My communication with the team was effective as we all understood clearly what we had to do. However, the skill I still need is language skill. (S15, module 3 reflective journal, translated)

As a project manager, I distributed all the works and set clear deadlines for every team member. I dedicated a lot to the work in this module using communication skills and leadership skills. (S27, module 3 reflective journal, translated)

From the results above, it can be seen that the most problematic issue tended to shift from key interpersonal skills (communication skills, negotiation skills, and leadership skills) to language skills instead.

Module 4

In the fourth module, the number of students who were satisfied with their own contribution to the team decreased from 66.67 % in the third module to 60%, while 15% were partly satisfied and 25% were not satisfied. When the students were asked what skills were still required in order to accomplish their task, the highest percentage was on language skills, which account for 100%. Below are some examples of the students' comments in the second module.

I did my best this time. As a terminologist, I didn't want to search for wrong words for the translator. I used a lot of searching skills and made sure that the sources of words were reliable. I used negotiation skills by showing evidence to my team members. I also exercised my leadership skills to carry out effective works. (S23, module 4 reflective journal, translated)

As an editor, I think my role was very important and I did my best. I tried to make the parts of the two translators consistent. I checked many times before submission. In this module, I used many skills, including leadership and negotiation skills. Without these skills, I wouldn't have been able to edit my friends' works as I needed to negotiate with them. What I still require is language skills, such as grammar. (S24, module 4 reflective journal, translated)

As an editor and project manager, I think I did my best and with my full potential. I tried to express my opinions all the time, and exercise all the important skills. That is, I tried to explain the parts that I made corrections so that my friends would understand my reason. I needed to reconcile and listen to my friends' opinions. Moreover, I got to practice the leadership skills by overseeing all of my friends' works. (S16, module 4 reflective journal, translated)

In sum, in the fourth module, the only concern of the students was on language skills. This means the students have improved all the key interpersonal competences, namely communication skills, negotiation skills and leadership skills.

It can be seen that the peer evaluation through peer feedback and the students' self-evaluation through reflective journals and interviews were quite contradictory. Although the peer evaluation was quite high in terms of scores awarded to their peers, there were a decrease in scores in some modules, and some negative comments in the open-ended part of the peer feedback. On the other hand, when the students evaluated their own performance, they tended to think their contribution to the team and interpersonal skills improved across modules. Therefore, due to such contradiction, it is very important to triangulate data using another instrument, which is observation.

The following section discusses the findings from observation throughout the 15-week semester.

Results of the observation

From the observation, it was seen that the students tried to improve their performance across the four modules. The sources of improvement could be from peer feedback results and the team translation results. Therefore, these two issues will be discussed respectively.

Improvement of interpersonal competence from peer feedback

It was quite obvious that most of the students cared about their peers' opinions on their performance. This is evident in the students' eagerness to learn the peer feedback result of each module. Many of them asked for the feedback from the instructor a few days after the end of the module. When they saw the results, some students even asked the instructor for clarification to some points. For example, a student asked the instructor why she got the comment in the open-ended part that she needed to coordinate work more effectively despite the fact that she received the highest score for this point in the five-point Likert scale part. The student might have thought that the instructor processed her data incorrectly. Then, the instructor had to explain to her that it was what

her peer really wrote in his/her journal. This incident shows that the student was very concerned with what the team members thought about her although her overall peer feedback score was higher than that of the previous module.

Moreover, it could also be observed that after receiving the peer feedback result, the students tried to improve their performance in the team in the following modules. Such improvement is, for example, initiating more discussions, defending their ideas, listening to others' ideas, and searching for more information in order to share knowledge with peers. For example, one student received comments from all of their peers that he lacked participation in the team. In the following modules, the student tried to discuss more and tried to use the instructor as a mediator. He always raised his hand and asked the instructor to provide consultation to his team. It seems he tried to conceal his own nervousness towards the team members by asking the instructor to participate in his team discussion. Another instance is the student who received the feedback that he was too confident with his own ideas and that he should listen to others' ideas more. In the following modules, he tried to adjust himself to some degree, but his peers still commented the same in the reflective journals. Later in an interview, this student reflected that he really did try to improve his behavior, but it was his character, so it was quite difficult to get rid of it totally.

Improvement of interpersonal competence from team translation results

The team translation result is also another factor contributing to the students' improvement of interpersonal competence. To explain, once the students received comments or grades from the professional translator, they realized how well they performed their roles, and tried to improve their performance accordingly. For example, when the professional translator commented on the use of technical terms, the terminologist/document researcher would realize that it was a mistake in his/her own part. Also, when the professional translator commented on incorrect translation in terms of sentence structure or grammar, the translator and editor would be accountable for this issue, and they tended to be more careful with their work in the second draft.

In summary, from the observation, it could be seen that the students tried to improve their own performance in the team based on the peer feedback and from the team translation result. It was quite clear that their communication skills, negotiation skills, and leadership skills kept improving like shown in the results of the interview and reflective journals. However, the performance of assigned roles did not improve as much as those three skills. This could be due to the fact that the students assumed different roles across the four modules, so they didn't have prior experience in doing such roles, except from observing their peers' performance. This, as a result, could lead to negative comments from the peer feedback regarding role performance.



4.1.4 To what extent do learners exhibit their instrumental competence?

To address this research question, reflective journals, interviews and observation were mainly used for data collection. At the end of every module, the students were asked to write a reflective journal, in which one part is particularly focused on the students' use of resources. The guided questions included what resources the students used to accomplish their task, what their evaluation of such resources was, and if they thought they used enough resources to arrive at the best performance. Also, at the end of the semester, some students were interviewed on a voluntary basis.

The results were qualitatively interpreted by comparing the students' reflections between modules. Then the end-of-semester interviews and observation were used to support the result from the reflective journals.

Use of resources in previous translation classrooms

Prior to the course under this present study, the resources used by the students were quite limited. That is, the students were mainly encouraged to use paper dictionaries in class in order to practice word searching skills. During translation practice in class, the students were allowed to use online resources, but not for the exam context. When the students took an exam, they were allowed to use up to three paper dictionaries only. Moreover, there were not so many chances for the students to work in teams as translation classes in general would consist of only one group presentation at the end of the semester, so the students didn't recognize the importance of using special instruments for conducting team assignments.

The present study context

In the course under this present study, the students were allowed to have access to all kinds of resources both during class practice and exams. Particularly, since team-based learning was emphasized, in addition to using resources for researching, the students also relied on resources for connecting with their peers in order to perform their team assignment. For examinations, they could be divided into two types, individual exercise after the end of each module, and midterm and final exams. For individual exercise, the students were allowed 45 minutes to complement their exercise in class, and

they could use all kinds of resources to search for information, including the internet on mobile phones. For midterm and final examinations, they were in the form of take-home exams. The students were allowed one week to complete each, with access to all kinds of resources. For midterm and final exams, in addition to submitting translation, the students also had to write problems and solutions found during the translation.

General resources adopted by the students across the four modules

According to results from reflective journals across the four modules, resources used by the students were reported along with their evaluation of such resources. It was found that the resources used by the students became more various across the four modules as follows:

For module 1 (Translation of Academic Documents), most of the students mentioned the use of internet, such as through the search engine Google, as well as electronic or paper dictionaries. To clarify, the three mostly used resources were internet search engines, online dictionaries, and paper dictionaries, which account for 48.65%, 32.43%, and 8.11%, respectively. However, the internet resources were not clearly specified. There was only one student who specified the use of online theses. This is what she reflected in the journal *“At first, I thought I would rely on dictionaries only. However, since the task consisted of so many technical terms, I decided to search from online theses with both Thai and English abstracts for comparison.”* (S4, module 1 reflective journal, translated). When the students were asked if they thought they used enough resources to arrive at the best performance, the percentage of those who were satisfied was relatively low compared to other modules. To explain, 28% of the students were satisfied, 16% were partly satisfied, and 56% were not satisfied.

For module 2 (Audiovisual Translation), the students still mostly relied on information from the internet, as well as paper and online dictionaries, which account for 52.94%, 23.53%, and 2.94%, respectively. However, they pointed out more clearly what internet resources they used, for example, YouTube, movie subtitles, websites with some references to the movie being translated, teenage series, and websites related to culture. In addition to internet, and dictionaries, the students reported using other additional

resources for searching for information, such as, printed media, expert advice, and movies. When the students were asked if they thought they used enough resources to arrive at the best performance, the percentage of those who were satisfied improved from the first module. That is, the students who were satisfied, partly satisfied, and not satisfied with resources used account for 54.55%, 22.73%, and 22.73%, respectively.

For module 3, (Translation of Documentaries), the number one adopted resource was still information from the internet, followed by online and paper dictionaries as usual, which account for 55.88%, 26.47%, and 2.94%, respectively. The students provided more information on what kinds of resources they used. For example, they mentioned the use of information from web boards with some discussions concerning the topic of their translation, online Bangkok Post, websites related to royal duties and royal families, and the website of the Office of His Majesty's Principal Private Secretary. Moreover, apart from using internet and dictionaries, the students also reported adopting printed media and expert advice like in the second module. For instance, one of the students even mentioned the use of a book written by an instructor from Chulalongkorn University. When the students were asked if they thought they used enough resources to arrive at the best performance, the percentage of those who were satisfied improved from the previous modules. That is, the students who were satisfied, partly satisfied, and not satisfied with resources used account for 75%, 10%, and 15%, respectively.

Finally, for module 4 (Translation of Novels), the students still pointed out the use of online resources, as well as online and paper dictionaries, which account for 42.86%, 25.71%, and 2.86%, respectively. They also mentioned using opinions from different web boards, such as pantip and dek-d, English teaching websites by Ajarn Adam and Andrew Biggs. One student mentioned the use of English teaching websites as they were reliable. Another student also explained his application of online dictionaries. He said he used only certain dictionaries for translation. For instance, he would use Longdo for Thai-English dictionary and Cambridge for English-English dictionary as he thought these two dictionaries were reliable to a certain degree. When the students were

asked if they thought they used enough resources to arrive at the best performance, the percentage of those who were satisfied improved from the first three modules. That is, the students who were satisfied, partly satisfied, and not satisfied with resources used account for 78.95%, 5.26%, and 15.79%, respectively.

In summary, although the students reported the use of the same instruments across the four modules, including internet, online dictionaries, and paper dictionaries, printed media and expert advice, the students tried to evaluate the resources they used in each module and adjust their own way to find more reliable and sufficient resources in later modules. As a result, they tended to be more satisfied with their use of resources across the four modules. The figure below shows the results from reflective journals on the students' satisfaction of their use of resources across the four modules.

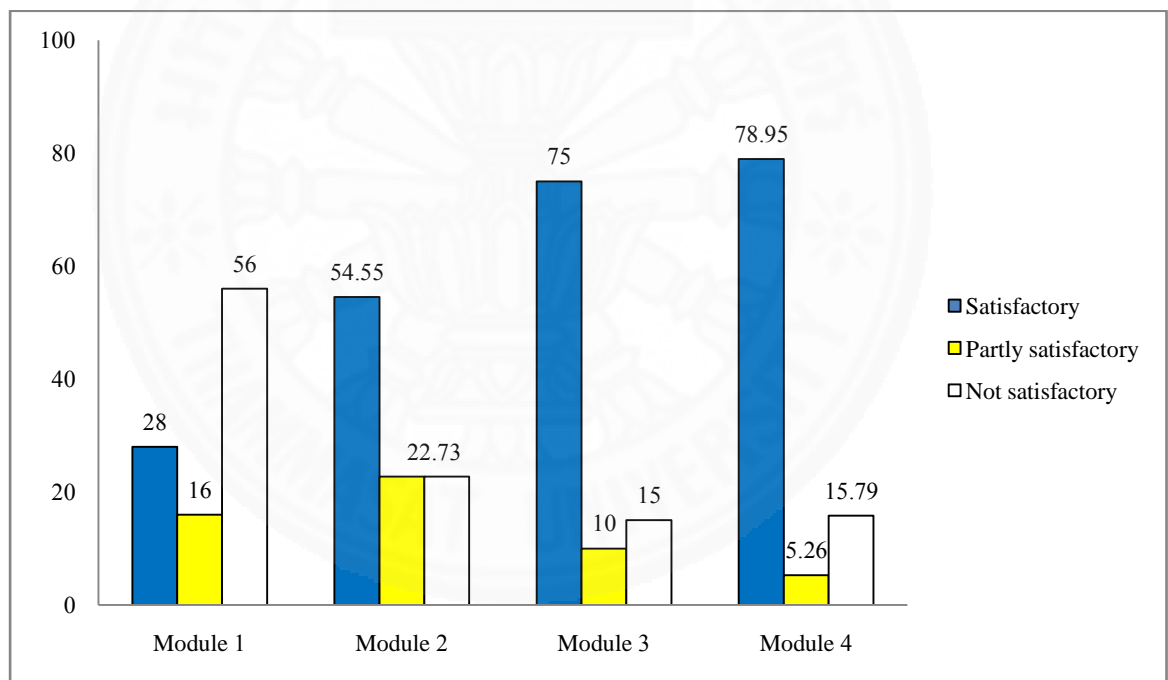


Figure 4.4: The results from reflective journals on the students' satisfaction of their use of resources across the four modules.

Resources used by the students to accomplish their roles

This section is divided into four parts according to roles, including project manager, translator, editor, and document researcher/terminologist. Each part discusses how each role made use of instruments to accomplish their tasks.

Project manager

The instruments used by a project manager were for management works rather than for translation like those of other roles. According to the reflective journals of the students assuming a project manager role, they reported the use of work plan form, internet connection, Line, email, Facebook, and Google Docs to negotiate works and connect with their friends. Despite the use of limited resources for this role, project managers seemed to show improvement in their use of instruments across modules. For example, more advanced technology like Google Docs was reported to be in use in later modules, not from the beginning. That means, the students tried to find an easier way to connect with one another. In addition, the project manager contacted the instructor and translator more often in later modules to seek further information on their team translation task.

Translator

In contrast to a project manager, the instruments adopted by a translator were various. Since the main duty of a translator was to create the translation product, their resources were mostly for this purpose. These included internet, paper and online dictionaries, specialized websites, printed media, movies, consultation with experts, cultural articles, web boards, textbooks, and English teaching websites. Their use of these instruments kept improving across the four modules as evident in what they pointed out in each reflective journal.

To clarify, the translators didn't seem confident in their use of resources at the beginning. For example in the first module, the translators listed only common instruments, such as internet, as well as paper and online dictionaries, without mentioning how they used them. A student translator reflected in her journal showing her reluctance and uncertainty in using resources as follows:

I think paper dictionaries are more reliable than online ones. There are many online dictionaries to choose from, so I needed to study carefully which one to trust, while paper dictionaries are quite standard. I don't think I made use of enough resources. I should have searched for more examples.(S17, module 1 reflective journal, translated)

In the second module, the students pointed out more clearly what internet resources they used, for example, YouTube, movie subtitles, websites with information related to the movie subtitle to be translated, teenage series, and websites related to culture. In addition, the translators seemed to be more careful with their use of resources as found in the following statement.

Most of the time, I relied on the internet to search for information as it provided me with various information sources. Many sources were reliable, but we needed to study them carefully. I also tried to search from websites of particular organizations or asked reliable experts. However, despite relying on many resources, I don't think I made use of enough resources as something I found was not updated, but I couldn't avoid using it as the terms were very technical that we couldn't find the meaning elsewhere.(S15, module 2 reflective journal, translated)

In module 3, the students provided more information on what kinds of resources they used. For example, they mentioned the use of information from web boards with some discussions concerning the topic of their translation, online Bangkok Post, websites related to royal duties and royal families, and the website of the Office of His Majesty's Principal Private Secretary. Some of the student translators started to mention techniques used for searching, for example:

I used websites containing discussions about the issues to be translated, both officially and through web boards. Actually these resources are not difficult to find, but we need to know some techniques to find them. These resources were enough for me. (S1, module 3 reflective journal, translated)

For the last module, although the resources used by translators were not as various as in module 3, some additional interesting resources were pointed about in reflective journals. These included published articles, English teaching blogs by native speakers of English, and English novels. Moreover, most of the student translators were satisfied with their use of resources.

I used online dictionaries and studied opinions from different web boards, such as pantip, dek-d. Besides, I checked the use of grammar through English teaching websites by Adam and Andrew Biggs. These resources were very useful and sufficient for me. (S27, module 4 reflective journal, translated)

It can be said that the resources used by the translators differed across modules, depending on the text type. However, the common tools mentioned in every module were online dictionaries and internet. In addition, regardless of the number of resources used, the translators showed improvement in their analysis of the instruments they adopted towards the last module.

Editor

For the role as an editor, the students mentioned adopting both the instruments for communicating with friends and for researching. Regarding the instrument used for communicating with friends, almost all teams used Google Docs when editing the team task. However, the use of this instrument started to appear from module 2 onwards. According to one student, the reason for using this tool was that it enabled the team to work together online and every member could add comments on the program, which could be seen by others real time. After module 2, the students reported using this tool throughout the course. However, editors in one team didn't use this resource at all, but preferred using Line and face-to-face communication instead. According to an interview with a member of this team, the student said it was easier and clearer to communicate face-to-face than using online tools. As a result, their team always brought a laptop to work together at the university. From the observation, this team unity was quite fragmented as there were some conflicts between some team

members. This could be the reason why the team's application of resources wasn't as advanced as other teams.

As for the instrument used for researching, the editors identified less various resources than the translators in their reflective journals. The major resources used were dictionaries. They tended to use dictionaries to recheck the words used by the translators. However, some editors pointed out relying on search engines to find further information. Meanwhile, some of them said they used the resources provided by the terminologist. For instance, *"I used the sources found by the terminologist/document researcher in addition to doing my own searching. I searched from many resources before making a decision to use each term."* (S3, module 2 reflective journal, translated)

From the reflective journals, it was found that the use of instruments for communication with friends, such as through Google Docs, seemed to improve among all editors than their use of instruments for researching. In other words, while Google.Doc was praised by all editors for allowing them an opportunity to do works online with their teammates, many students raised concern over their limited knowledge and ability to serve as an editor. For example, one student reflected *"I don't think I helped the team much. I wasn't a good editor due to my grammatical problems, so it was a great hindrance to my contribution to the team task. I wasn't sure which resources were reliable enough"* (S2, module 1 reflective journal, translated). On the other hand, editors with high language proficiency said the opposite. They tended to show their confidence in researching from many resources. For instance, *"I searched from the internet as the information was unlimited, but I needed to be very selective. It was a very useful tool, particularly if we knew searching techniques, for instance, using similar terms. I think I did my best as I always shared my ideas with the team all the time."* (S16, module 4 reflective journal, translated)

Terminologist/document researcher

For the role as a terminologist/document researcher, most of the students reported using online resources to search for information and Google Docs for connecting with their friends. In fact, the resources used for searching were not so different from

those of translators. However, what terminologists/document researchers did further was to make a list of words in the form of glossary. It was found that terminologists in each team had different ways in dealing with their search. For example, some of them read the source texts and started searching for difficult words based on their opinions, while some of them consulted with the translator before searching as these two roles worked very closely. Even one group with only three members had a different way of management. One of the team members reflected in his journal as follows:

I was responsible for the roles as a terminologist/document researcher and an editor at the same time since there were only three of us in the team. I didn't search for terms for the translator at the beginning. What we did was that the translator had to create a rough first draft and could leave some words blank if she wasn't sure. Then, when I edited the work, I would find the words by myself. (S5, module 1 reflective journal, translated)

After searching for words, the terminologists/document researchers would create a glossary for the translator. Below is an example of the glossary made by one team.

ความไม่เท่าเทียม	inequality
รัชสมัย	reign
พระราชทาน	bestow
พระราชทรัพย์ส่วนพระองค์	King's private property
การพึ่งพาตนเอง	self-reliant
พระราชดำริ	royal initiative of His Majesty
ศิลปะวิทยาการ	Artand science
เป็นเอก	excellent academic person
มูลนิธิอานันทมหิดล	Anandamahidol Foundation
พระราชประสงค์	royal intention
กตัญญู	grateful
พระราชดำรัส	royal speech
เข้าเฝ้า	grant an audience
จงรักภักดี	loyalty
สัญญา	contract
ใช้ทุน	repayment

Table 4.26: Sample team glossary

The students reflected more confidence and competence throughout the four modules regarding their role as a terminologist/document researcher. In other words, in module 1, the students tended to express insufficiency of their contribution to the team task when compared to module 4. The comments in module 1 included a need for more searching to assist the translator, failure to search for certain words because of not knowing that they were technical terms, and poor skills in word selection. On the other hand, in module 4, the students tended to reflect their accountability for this role more. For example, one student reflected that he did his best on this task as he would feel bad if he searched for wrong words for the team. He also mentioned using a lot of searching skills in order to find reliable and correct resources. When asked to evaluate the resources, he confidently said his resources were 100% reliable as he searched from at least three sources to ensure accuracy.

In conclusion, it can be said that all the four roles have reflected more confidence and speculation of the resources they used. This is also supported by the interview results. When the students were asked if they thought they could make a better use of resources to research information for performing translation tasks, 84.62% agreed, 7.69% partly agreed, and 7.69% disagreed. In addition, when they were asked if they thought they could make a better use of resources to connect with professional translators and their teammates to effectively carry out the team translation tasks, 76.92% agreed, 15.38% partly agreed, and 7.69% disagreed. However, it should be noted that since the students had to rotate roles across modules, it means they didn't get to practice the same role in every module. This is the reason why some students reflected disagreement in improved instrumental competence.

4.1.5 To what extent do learners exhibit their awareness of the translation profession?

To address this research question, reflective journals, interviews and observation were mainly used for data collection. At the end of every module, the students were asked to write a reflective journal, in which one part is particularly focused on the students' team-based learning. Also, at the end of the semester, some students were interviewed on a voluntary basis. The researcher's observation was also employed to support the findings.

Background of the students prior to this course

At the beginning of the semester, the students were introduced to the team-based learning in which they needed to assume different roles, get involved with professional translators and work on real translation tasks commissioned in the translation industry. After the first session, three students withdrew from the class, saying they thought the class sounded too difficult in terms of course content. The remaining students also expressed their concern over the course difficulty. The students said they had never experienced this learning approach before. Their previous translation courses were conducted in a conventional way, in which each unit consisted of the instructor's lecture, practice of translating short texts (sentence or paragraph level), and answers provided by the instructor. Thus, after learning that they would have to work on long translation pieces of work that reflected the real world jobs and to assume different roles, they were not sure if they would perform well in the class.

Students' awareness of the translation profession from the course under this study

According to the interview results, after being exposed to the team-based learning approach, 100% of the students could better understand the roles involved in translation, found the role simulation activity useful, and gained more insights into the translation profession. When they were asked what aspect of the class mostly contributed to their awareness of the translation profession, 69.23% pointed out professional translators' involvement, followed by team translation with role simulation, and real-

world translation tasks, which account for 15.38%, and 15.38%, respectively. Therefore, this section is divided into three main parts, including awareness of the translation profession gained from professional translator's involvement, awareness of the translation profession gained from team translation with role simulation, and awareness of the translation profession gained from real-world translation tasks.

Awareness of the translation profession gained from professional translators' involvement

The students obviously gained insights into the translation profession from professional translators' involvement. From the researcher's own observation, the students were highly engaged in the professional translator talk sessions. The students asked each translator many questions covering translation techniques, translation process, how to get translation jobs and even how much money they earned from each translation job. Moreover, during the team translation process, in which professional translators took part in giving feedback to translation drafts, the students seemed excited whenever they received feedback. Each team was active in solving problems together to correct the drafts. Some students even raised questions concerning the translators' feedback and put them as remarks to ask the translators when they submitted their final draft.

This observation is in line with the outcome from the interviews. All of the students praised the translators for opening their worldviews of the translation industry through insightful talks, and for giving useful comments on their translation drafts. The students reflected that they realized more about what was going on in the translation industry, and it encouraged them to work in this field. Below are examples of the students' opinions on having professional translators joining the class.

“What I liked most about this course was having professional translators involved in our class. They had authentic experience and could guide us how we could start working in this profession and allow us to ask questions. From listening to the translators, I think this industry is very interesting and has the potential to grow a lot more. Also, the activity I liked most in the course was getting feedback from the translators. I would be proud when the

translators commented that my part was well translated.”(S1, interview, translated).

“I felt motivated when I listened to the views of real professional translators. As I took translation as my minor subject, I was already interested in this profession to some degree, but wasn’t so sure if I should become a translator. However, after listening to the translators, I think the translator job is very interesting.”(S25, interview, translated)

Awareness of the translation profession gained from team translation with role simulation

From the implementation of team translation with role simulation in team translation tasks, it was found that the students’ attitudes towards this activity improved at the end of the course when compared to the beginning. According to the reflective journals, the percentage of the students who found team work with role simulation useful for the translation tasks were 79.17%, 87.5%, 88%, and 86.36% in modules 1, 2, 3, and 4, respectively. The students reported that it put them under the situation similar to the real world practice where a lot of roles are concerned. Moreover, they said this activity raised their awareness of how to perform each role effectively. They became an expert in each role as they had to focus mainly on their assigned duties in order to support their teammates’ works. Below are some comments in the reflective journals.

I could better see the collaborative nature of real world translation from the role simulation activity. It was useful as each person knew what they needed to do under a certain role, and the timeline was clearly set. At the beginning, I thought it would be complicated as it seemed to consist of many processes unlike what we had done before. But once we tried it, it wasn’t that complicated. (S3, module 1 reflective journal, translated)

The systematic work helped build work discipline and facilitate the work process to go smoothly. We needed to really understand our tasks first before doing it to produce a good work. I think the role simulation activity is useful for my future work.(S25, module 1 reflective journal, translated)

However, there were also some negative comments found. The comments were on being isolated from the team and time-consuming. It was observed that the students who wrote negatively about teamwork with role simulation were those with team conflicts. Below are examples of students' negative comments.

The only insight I gained was the tone of the document since I was left out from the discussions. I found that I would best be off working by myself or with someone I could really rely on and share the weight. In this role, I edited parts of the translation to make it sound as natural as possible, but I should have performed my role better if the translation had been well thought out and reached me earlier. My teammates need to rely on me less and do their roles more effectively.(S21, module 1 reflective journal, translated)

I don't think working in a team with role simulation is useful as it can be done individually. Working as a team wastes lots of time. (S18, module 1 reflective journal, translated)

Despite some negative comments in the first module, things started to improve towards the end of the course. In later modules, the students tended to get used to the role simulation practice and reflected more positive comments. These included more accuracy of the translation benefited from different perspectives of the team members, challenges from doing different roles, faster work from team member

contribution, practicality for the real world job, reduction of workload, making difficult tasks easier, and sharing of knowledge among teammates.

It is interesting to see that even the students who had negative comments in the first module started to see the benefit of this role simulation activity, particularly in the team with conflicts between its members. For example, the high proficiency student reflected more positive attitude in her journal *“I think it is useful to learn from our friends’ perspectives, but sometimes it was hard to reach an agreement and took time.”*(S18, module 4 reflective journal, translated). Another student in this team said *“It is useful because when we did the task as a team, it was faster than doing alone.”* (S19, module 4 reflective journal, translated).

At the end of the semester, some of the students participated in an interview on a voluntary basis. When they were asked whether they found role simulation useful for their future job, all of them reflected positive comments on this activity. Below are some examples of the student answers.

I think it is useful as when we enter the work life, we might need to do these roles anyway. This course has prepared us to face the real world. (S5, interview, translated)

This teamwork helped support novice translators with little experience as they had a chance to share opinions with other team members and gain new experience and knowledge from them. (S1, interview, translated)

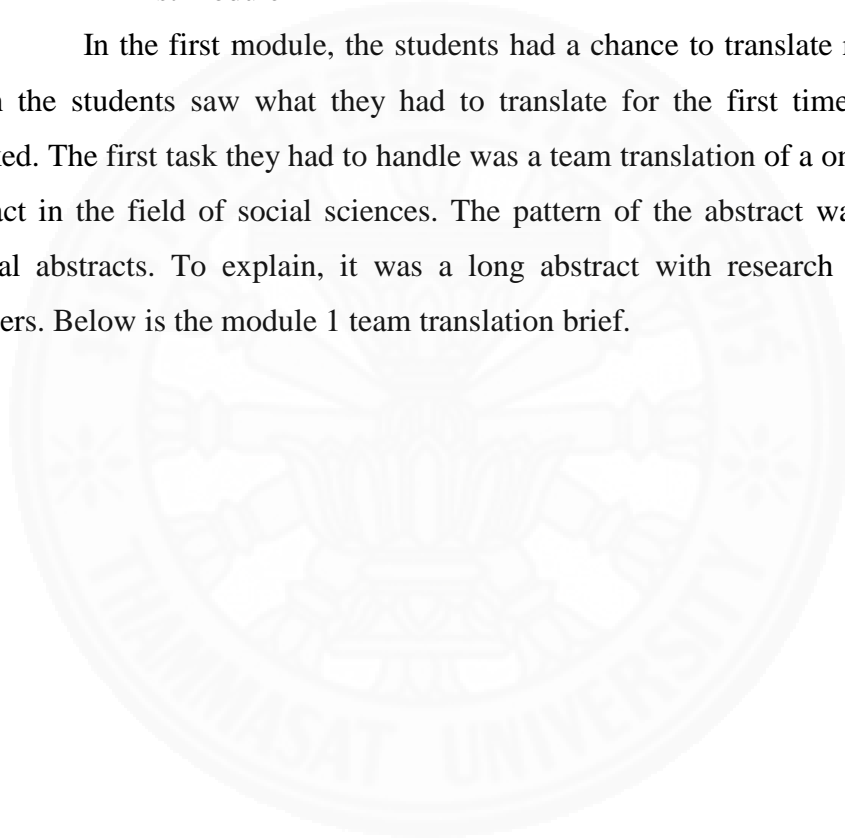
It is useful as we have developed many skills, such as researching skills from being a terminologist/document researcher, leadership skills from being a project manager, translation skills from being a translator. And of course, I gained a lot of skills from being an editor as I needed to be very careful with what to correct. I didn’t want to make what was already correct incorrect. (S24, interview, translated)

Awareness of the translation profession gained from real-world tasks

The translation tasks used in this course were very different from those of the previous courses. That is, the tasks had the same length and difficulty as the real translation tasks commissioned in the translation industry. These included research abstracts, movie subtitles, documentaries and novels. The following section discusses the nature of team translation assignment in each module.

- First module

In the first module, the students had a chance to translate research abstracts. When the students saw what they had to translate for the first time, they were a bit shocked. The first task they had to handle was a team translation of a one-and-a-half-page abstract in the field of social sciences. The pattern of the abstract was not like that of general abstracts. To explain, it was a long abstract with research findings listed in numbers. Below is the module 1 team translation brief.



Translation Brief for Team Assignment

Module 1 Translation of academic documents

Directions: Translate the attached abstract of a research article into English.

Specifications of the task

The translated text will be sent to a group of Thai and foreign experts for consideration whether it is qualified for an international journal. If it meets the standard, it will be published in the international journal entitled “the Social Sciences Journal”, which can be accessed online and serves as a reference for students and scholars worldwide who are interested in the same issue.

Format Please use Times New Roman 11 with the line spacing of 1.5

Submission

First-time submission

The first draft is to be submitted to the translator and instructor for feedback via email pennapa_1426@hotmail.com by 21 February 2017.

Second-time submission

The following documents need to be submitted to the translator and instructor via email pennapa_1426@hotmail.com by 26 February 2017.

- Second draft
- First draft and its revision
- Translation problems and solutions
- Vocabulary list
- Links of resources and references

Figure 4.5: Module 1 team translation brief

The students clearly expressed their frustration in the first reflective journal as there were many problems found. These included a confusing source text, difficult terms, a long text, and official language. Most of them complained that the source text was ambiguous. Below are some examples of the students’ comments.

The source text was very difficult. It had a lot of technical terms and confusing words. (S23, module 1 reflective journal, translated)

The source text was quite official with many technical terms. Some words couldn't be found in English, making it hard to do research and delay the translation process. (S15, module 1 reflective journal, translated)

Module 2

In the second module, the students had a chance to work on translation of audiovisual documents. In addition to translating the text to sound as natural as possible to suit the spoken language in movies, the students also had to think about screen space limitation. To clarify, they needed to translate in a way that each sentence or expression must fit the screen space. The professional translator was the one who set the translation rule to match the real world practice. For example, each part marked with //...// must not exceed 14 words. Therefore, no matter how long the source text was, the students had to limit their translation to not exceed 14 words, while still keeping all the meaning of the source text. Below is a translation brief of the second module team assignment.

Translation Brief for Team Assignment

Module2 :Translation of audiovisual documents

Directions: Translate the attached movie subtitles into English.

Specifications of the task

The movie subtitles must fit the screen space. Each part marked by “//” is one subtitle with the maximum length of 14 words (use word count). Put your translated subtitles in Column B of the excel file given.

Format Please use Cordia New 14.

Submission

First-time submission

The first draft is to be submitted to the translator and instructor for feedback via email pennapa_1426@hotmail.com by 14 March 2017.

Second-time submission

The following documents need to be submitted to the translator and instructor via email pennapa_1426@hotmail.com by 20 March 2017.

- Second draft
- First draft and its revision
- Translation problems and solutions
- Vocabulary list
- Links of resources and references
- Work plan form

Figure 4.6: Module 2 team translation brief

From this module, it could be observed that the students were more relaxed when performing the team task. This could be due to the fact that they got to watch a movie, and the text type was easier to translate compared to the first module. This is also

evident in their reflective journals in which the problems most students pointed out were how to translate in a way that fits the screen space and finding word with no equivalent meaning in English. However, no students complained that the text was too difficult. Moreover, they reflected that they learned a lot about how to translate movie subtitles. For example, one student commented that *“This module was useful as I got to learn the subtitle translation techniques and limitations.”*(S14 module 2 reflective journal, translated). Another student also reflected positive attitudes towards this module *“I have gained a lot of knowledge from this module. Personally, I had never translated subtitles or spoken language before. This module really opened my worldview.”*(S1, module 2 reflective journal, translated)

- Module 3

In the third module, the students had an opportunity to translate documentaries. The team task consists of three parts, including the parts carried out by the moderator, narrator and interviewees. The students had to translate each part differently. For example, the parts of the moderator and interviewees needed translation with limited words to fit the screen space as their subtitles appeared on the screen. On the other hand, for the narrator part, there is no such restriction, but the students had to make sure that when the translated was read out loud, it took about the same time as when reading the source text.

At the end of this module, the students reflected in the reflective journals about the problems found in the module and how they solved them. Most of the problems mentioned by the students were ambiguous source text which could not be translated directly into English. In addition, they also had problems with finding royal terms and making the sentences concise to fit the screen space. For example, one student talked about the problems faced in this module *“The text we had to translate was full of royal words. In addition, in the Thai language, words are always omitted and there is no sentence ending mark like the full stop in English. Therefore, we needed to try to understand it before translating. Another problem was that some parts were in the form*

of subtitles with a limit of no more than 14 words for each part. It was quite difficult to make sentences concise considering the long source text.”(S2, module 3 reflective journal, translated)

Translation Brief for Team Assignment

Module3 : Translation of documentaries

Directions: Translate the attached documentary script into English.

Specifications of the task

The documentary to be translated consists of three main parts carried out by the moderator, narrator and interviewees, respectively. For the parts of the moderator and interviewees, you need to translate them the same way as subtitles. That is, each part marked by “//” is regarded as one subtitle with the maximum length of 14 words (use word count). As for the narrator part, there is no need to worry about the number of words, but make sure that the overall length of the narrator part is about the same as that of the source text. You may read the source text and the translated text of the narrator part out loud to compare the time taken. Put your translation in the provided excel file.

Format Time New Roman 11.

Submission

First-time submission

The first draft is to be submitted to the instructor for feedback via email pennapa_1426@hotmail.com by 3 April 2017.

Second-time submission

The following documents need to be submitted to the instructor via email pennapa_1426@hotmail.com by 10 April 2017.

- Second draft
- First draft and its revision
- Translation problems and solutions
- Vocabulary list
- Links of resources and references
- Work plan form

Presentation

Presentation on translation products, problems and solutions is to be made on 20 April 2017.

Figure 4.7: Module 3 team translation brief

However, despite all the problems raised, the students tended to find it easier to handle all the difficulties compared to the previous two modules. Unlike in the first module where the same problems of ambiguity and long sentences occurred, the students no longer blamed the source text in the third module. Instead, they tried to solve the ambiguity or long Thai sentence problems by interpreting the Thai source text carefully to check the purpose of each statement, and broke sentences to read smoothly. All the teams reflected satisfaction in solving problems. For instance, one student said “I’m very satisfied with our work as we received good feedback from the translator.”

- Module 4

Finally, in the fourth module, the students had a chance to translate a novel. From the researcher’s observation the students seemed to be most relaxed when doing the task in this module despite the fact that they had many projects from other courses to work on. This could be due to the fact that they became familiar with all the team translation processes and translating long texts throughout the semester. The students were assigned to work on a translation of a novel entitled “Som Si Muang,” which is about childhood imagination which could fade away as people grew up. Below is the team translation brief for this module.

Translation Brief for Team Assignment

Module4 :Translation of novels

Directions: Translate the attached novel entitled “สี่มสิม่วง” into English.

Specifications of the task

The novel must be translated in the provided excel file. Please note that there is **NO** word number limitations.

Format Time New Roman 11.

Submission

First-time submission

The first draft is to be submitted to the instructor for feedback via email pennapa_1426@hotmail.com by 4 May 2017.

Second-time submission

The following documents need to be submitted to the instructor via email pennapa_1426@hotmail.com by 10 May 2017.

- Second draft
- First draft and its revision
- Translation problems and solutions
- Vocabulary list
- Links of resources and references
- Work plan form

Presentation

Presentation on translation products, problems and solutions is to be made on 11 May 2017.

Figure 4.8: Module 4 team translation brief

In this module, there were new challenges the students had to encounter. Most of them reflected in their reflective journals that they had difficulties with register, tone of voice and cultural terms with no equivalence in English. For example, one student reflected “*Translating novels is the most difficult task in my opinion as there were many things to take into consideration, including language register, tone of voice, and culture-specific terms.*”(S5, module 4 reflective journal, translated)

To solve translation problems, the students relied on more various strategies in this module. As it is the last module, the students had been through difficulties and found ways to solve them before. Thus, the students mentioned many translation

strategies, such as sentence breaking, tense selection, describing culture-specific terms, or adding or omitting words to avoid confusion. They also tended to be very satisfied with their solutions compared to other modules. For example, some students reflected as follows:

“The difficulty was interpretation of the source text and how to maintain the source text meaning. We tried to discuss each part among team members, and were satisfied with the work.”(S13, module 4 reflective journal, translated)

“I found that some parts of the source texts were ambiguous, so I had to read the source texts many times and consult with the editor. The results we came up with were satisfactory.”(S14, module 4 reflective journal, translated)

In conclusion, professional translators' involvement, team translation with role simulation and real-world translation tasks all contributed to the students' awareness of the translation profession. From the interview results, when the students were asked whether activities in the class motivated them to work in the field of translation in the future, 69.23% agreed, while 30.77% were unsure. For those who were willing to work in the field of translation, they gave reasons that they were more confident of their own translation competence from having a chance to interact with professional translators, doing teamwork and working on translation assignments which reflected the real world tasks. Meanwhile, those who were unsure thought they found themselves not so capable of translating when compared to others, or found that translation works require a lot of time, which would make their life less enjoyable.

4.2 Learning process

What is the team-based learning process taking place in class?

To answer this question, observation, reflective journals and interview were adopted. Throughout the semester, the researcher used an observation form with checklists to mark the students' observed behaviors. In addition, the students were asked to write a reflective journal at the end of each module based on the guided questions related to team-based learning process. Finally, an interview was conducted at the end of the semester.

As mentioned earlier in the literature review, the four key elements of team-based learning are properly formed team, readiness assurance process, application activities, and accountability, so the class activities were designed to incorporate these elements. The learning procedures can be seen in the following chart:

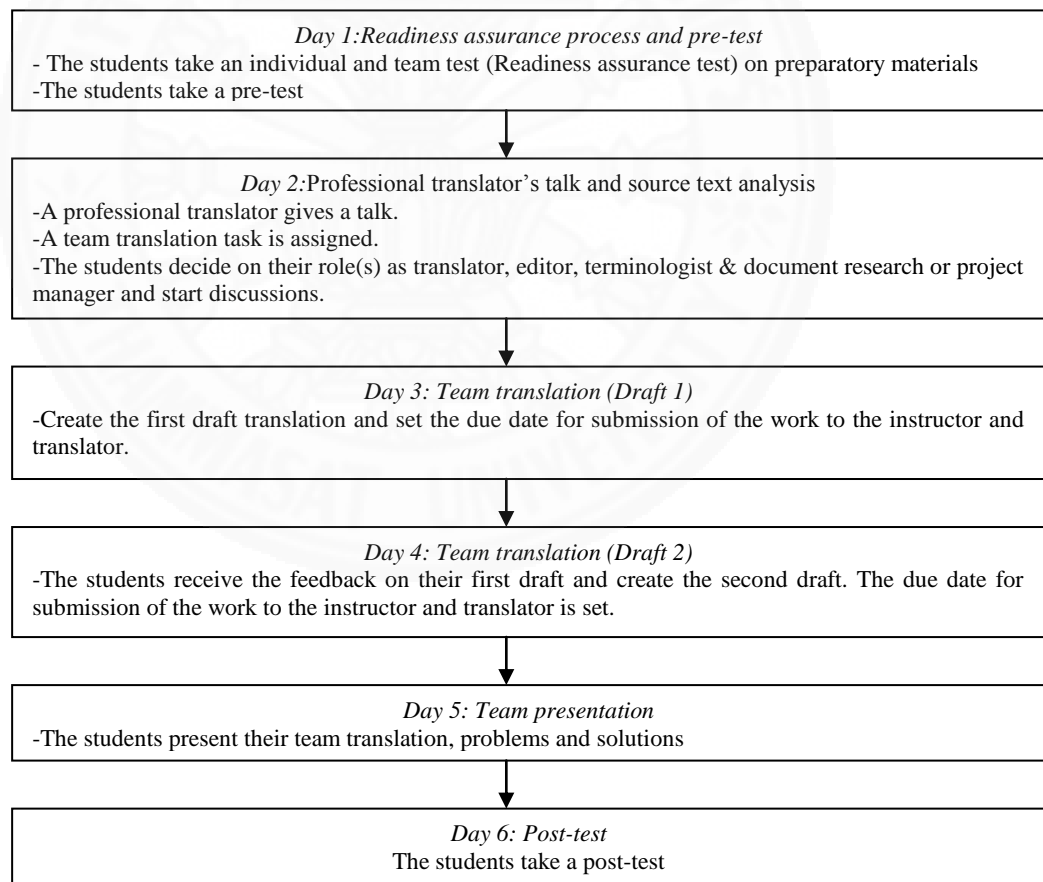


Figure 4.9: Activities in each module

In the following section, team setting will firstly be discussed followed by the activities in each day of the module, which consist of readiness assurance process and pre-test (Day 1), professional translator's talk and source text analysis (Day 2), creating team translation first draft (Day 3), creating team translation second draft (Day 4), team presentation (Day 5), and post-test (Day 6), respectively.

Team setting

At the course design process, there were certain expectations about team setting. First, the student teams would be set based on the students' performance in the previous translation course, which in this case is Translation from Thai into English in the previous semester. In other words, in each team, there would be a mix of students with different performance levels. For example, it would consist of students receiving A, B+, B, and C+ from the previous course. The reason behind this is that each team would have human resources with the same intellectual level to contribute to the team tasks. The second intention for team setting is that each team would consist of about 5-7 students. Since the team-based learning assignments would be highly challenging, each team needs to be large enough to maximize the intellectual resources. Finally, the team was expected to be permanent throughout the course in order that the students wouldn't have to readjust themselves to the new team.

When the course was actually implemented, some features of team setting could not be achieved. First, in one section, there were only ten enrolled students at the beginning, and three of them withdrew after the first week. Meanwhile, in another section, there were 20 enrolled students. From the above number, it was not possible for the section with only remaining 7 students to have a team consisting of 5-7 members as there were supposed to be more than one team in each section. Second, the students requested that they set the team on their own as it would make them feel more comfortable with whom they were familiar. As a result, in the first section which consisted of 7 students, the students were split into two groups based on the students' self-selection, one with three members and the other with four members. As for the other section which consisted of 20 students, the students were split into four groups based on

the students' self-selection. Actually, the number of students in each team should be 5, but two teams asked for a different number. That is, one team requested to have four members, while another team six members. When asked if one student from the team of six could move to the team of four, the students rejected, saying they preferred staying with their friends. However, the team setting feature which was in accordance with the expected outcome was that all the teams were permanent throughout the course. The table below shows the detail of team composition, including team name and number of students.

Team name	Number of students
Section 1	
Team 1	4 members
Team 2	3 members
Section 2	
Team 3	6 members
Team 4	4 members
Team 5	5 members
Team 6	5 members

Table 4.27: Team composition

After teams were already set, the students were required to work in their teams across the four modules, which covered six days. The following are what were observed in class on each day.

Day 1: Readiness assurance process and pre-test

For this process, it was primarily planned to consist of four main activities, including studying preparatory materials, taking an individual test, taking a team test, and filing a written appeal. At first, the students would need to study a preparatory material given by the instructor prior to each module. On the first day of the module, the students had to take an individual test to check their readiness. After that, they had to take a team test using the same test form, with an aim to encourage student discussions and readiness for future team task. After the answers were revealed by the instructor, the students could file a written appeal to the instructor if they disagreed with any of the answers or had questions. In summary, this whole activity was expected to prepare the students for the

team task based on theoretical knowledge from the preparatory material, and the team discussion.

What really took place in class was that before each module, the instructor assigned a preparatory material for the students to study for an individual test and a team test. Then on Day 1 of the module, the students were firstly asked to take an individual test over the content of the preparatory material for 15 minutes. After that, the instructor collected the individual students' answer sheets. The students were then asked to get into their team and take the same test again for 25 minutes. After the time was up, the instructor collected the team answer sheets, and revealed the answers. During this stage, the instructor allowed an opportunity for the students to write a written appeal in case they disagreed with any of the answers. However, no team filed any written appeal throughout the four modules. It is predicted that as the test was in the form of multiple choices with quite obvious correct answers, the students didn't have much room to argue. Another possibility could be that some of the students didn't really pay attention to this activity, so they didn't read the preparatory material well enough to the point that they could defend their ideas. The last 45 minutes of the session was devoted to pre-test.

Despite the fact that the other activities like individual test and team test could be done as planned, less motivation and less active participation than what had been expected could be observed during individual and team tests. It was found that in all teams, the individual test scores varied from 3 to 10, while the team test scores were obviously better, ranging from 6 to 10. This suggested that individual students might not have prepared well before coming to class and relied on the team discussion and solutions to achieve a good score since only the team score would be taken as part of the course score. This is in line with what one student said in an interview *"I didn't pay attention to the readiness assurance activity much as it was worth only 5% of the course. In our team, we would assign certain team members to read the material for each module in order to do the test."*(S20, interview, translated).

Moreover, when some students were asked in an interview what their least favorite activity was, 76.92% of the students pointed out the readiness assurance process,

particularly studying preparatory materials. The students said some preparatory materials were lengthy and quite difficult to understand, and that it was hard for them to apply the concepts or theories in preparatory materials to their translation tasks. Below are some negative comments of the students in an interview.

“I think the preparatory materials were useful, but some of them were too long and hard to understand. Meanwhile, the rest was okay.” (S25, interview, translated)

“I don’t think they were that useful. They were a little too theoretical. I know they gave us more knowledge, but I prefer doing practical translation.” (S24, interview, translated)

“Personally, I think they were not so useful. I hardly read them as some were long, and I had a lot of work to do in other courses. I could guess some of the answers without reading in advance. However, I think the individual test was a good idea as it is a way to check each member’s readiness, but it should be under the condition that the preparatory materials have appropriate length with simplified language.” (S23, interview, translated)

Although many students viewed the preparatory materials as time-consuming and not so practical, there were still many of them seeing the materials useful in that it served as an activity for group discussion prior to each module. This is evident in the reflective journals across the four modules. When asked if they gained more insights how to perform their task from the readiness assurance process, the students shifted their attitudes from almost negative toward positive. To clarify, the number of students who thought the readiness assurance process was useful for performing their tasks kept increasing across the four modules, which are 66.67%, 68.42%, 73.91%, and 73.91% in module 1, module 2, module 3, and module 4, respectively. The positive comments included serving as background knowledge for translation of each text type, serving as a

place for sharing ideas, and equipping the students with major principles to work more systematically. Below are the positive comments given by the students in their journals.

“The preparatory materials were useful as they gave us background knowledge before performing translation. Moreover, sharing ideas in class was very effective as it was not so easy for us all to get together and discuss in real life. Therefore, the class session allowing idea sharing greatly benefited us in that we could find solutions to our translation more effectively.”(S13, module 2 reflective journal, translated)

“I think the preparatory activity was useful as it enabled me to better understand the concept of the work, for example, regarding style and language register that should be used.” (S6, module 3 reflective journal, translated)

“The readiness assurance process was very useful as in-class discussion is one way to share ideas and consult one another.”(S3, module 3 reflective journal, translated)

At the end of Day 1, the students were asked to do a pre-test of each module for 45 minutes. Although the students were allowed to use all kinds of equipment to search for information, it was observed that some students had difficulties translating the text and couldn't finish the pre-test in time, particularly for the first module on translation of academic documents and module 3 on translation of documentaries. It is assumed that unlike module 2 on audiovisual translation and module 4 on translation of novels, academic documents and documentaries comprised various technical terms and required careful interpretation, so it was hard for the students to figure things out within 45 minutes due to their lack of exposure to the text types.

Day 2: Professional translator's talk and source text analysis

On the second day of each module, the previous plan according to the course syllabus was that a professional translator would be invited to give a talk on each translation genre, and guide the students on their assigned translation task. A translation task would be assigned to the students using a translation brief. The students would get into their assigned team and analyze the source text together. During this stage the professional translator and the instructor would walk around to listen to the students' opinions and guide them when necessary. Also, the students would start assigning roles to each team member.

What actually took place in class was that a professional translator was invited to give a talk on general features of each translation genre as well as other issues, such as how to get hired, translator income, etc. However, as the students were very interested in many professional issues, and there were so many things the translator had to say, instead of a talk of 45 minutes, almost all the translators took around 50 minutes to one hour to finish their talk. Therefore, it lessened the time for source text analysis in the session. What happened after the translator's talk was that the students were given a team translation task through a translation brief. They studied the translation requirements, looked through the source text, and asked questions concerning their task. After that, they were engaged in assigning roles to the team members. Thus, there was not so much opportunity for the translator and instructor to walk around to listen to the students' ideas as expected. However, it was good in that once the students looked through their assignment and raised questions, the translator and instructor could guide them all at once in front of the class.

Regarding role assignment, it went quite smoothly, but with some unexpected practice. As explained earlier, there were five roles, including translator, editor, terminologist, document researcher and project manager. For the team with five students, each student was expected to assume one role. However, what the students really did from module 1 was that they combined two roles for one member, which are terminologist and document researcher. Moreover, one student could assume more than

one role, depending on difficulties of the role, and the students adjusted role assignment across modules as they saw fit. The table below shows the percentage of students assuming each role across the four modules.

Module 1				
Project manager	Terminologist/ document researcher	Translator	Editor	Mixed role
8%	16%	44%	12%	20%
Module 2				
Project manager	Terminologist/ document researcher	Translator	Editor	Mixed role
15.38%	7.69%	38.46%	19.23%	19.23%
Module 3				
Project manager	Terminologist/ document researcher	Translator	Editor	Mixed role
3.85%	15.38%	38.46%	19.23%	23.08%
Module 4				
Project manager	Terminologist/ document researcher	Translator	Editor	Mixed role
8.70%	8.70%	47.83%	17.93%	17.39%

Table 4.28: Percentage of students assuming each role across the four modules

From the above table, we can see the different importance the students gave to each role. Firstly, it shows that a lot of emphasis was given to the translator role. This is evident in the number of students assuming this role, which accounted for 44%, 38.46%, 38.46%, and 47.83% for module 1, module 2, module 3, and module 4, respectively. The students reasoned in their reflective journals and interviews that they saw this role the most difficult of all, so they assigned more than one person to do this task. The translators would translate different parts of the text to make the work faster. Meanwhile, the roles as a project manager and a terminologist/document researcher were assumed by the fewest number of students. Some of the students reasoned that these roles were relatively simple compared to the roles as a translator and an editor. Therefore, they decided that those who assumed either of these roles should also take one more role to assist other team members. This is clearly pointed out in some of the students' reflective journals as follows:

“I think a terminologist/document research is important, but not that much (in my opinion, it doesn't matter if this role exists or not). The translator could search for terms on their own. However, this role is useful in that it could help facilitate the translator and ensure that the words are really correct.” (S16, module 1 reflective journal, translated)

“I think my role as a project manager is important, but may be not as important as a translator or an editor.”(S24, module 2 reflective journal, translated)

It is also interesting to note that each team had different ways of organizing their working mechanism across modules. The below table illustrates the team dynamics across the four modules.

Team	Roles in each module
Team 1 (4 members)	<p><i>Module 1</i> S1 – Project manager and editor S2 – Editor and terminologist/document researcher S3 – Translator S4 – Translator</p> <p><i>Module 2</i> S1 – Translator and terminologist/document researcher S2 – Translator S3 – Project manager and editor S4 – Editor</p> <p><i>Module 3</i> S1 – Translator S2 – Project manager and editor S3 – Terminologist/document researcher and editor S4 – Terminologist/document researcher and translator</p> <p><i>Module 4</i> S1 – Project manager and terminologist/document researcher S2 – Translator S3 – Translator S4 – Editor</p>
Team 2(3 members)	<p><i>Module 1</i> S1 – Terminologist/document researcher and editor S2 – Translator S3 – Project manager and editor</p> <p><i>Module 2</i> S1 – Editor and project manager S2 – Terminologist and editor S3 – Translator</p> <p><i>Module 3</i> S1 – Translator S2 – Editor and terminologist S3 – Project manager and editor</p> <p><i>Module 4</i> S1 – Translator and project manager S2 – Translator and terminologist S3 – Editor</p>
Team 3 (6 members)	<p><i>Module 1</i> S1 – Editor S2 – Translator S3 –Editor and project manager S4 – Translator S5 –Translator S6 –Terminologist/document researcher</p> <p><i>Module 2</i> S1 – Translator S2– Terminologist/document researcher and project manager S3 – Translator S4 – Editor S5 – Translator S6 – Translator</p> <p><i>Module 3</i></p>

	<p>S1 – Translator S2 – Editor S3 – Terminologist/document researcher S4 – Translator S5 – Editor S6 – Project manager and translator</p> <p><i>Module 4</i> S1 – Translator S2 – Editor S3 – Translator S4 – Terminologist/document researcher and project manager S5 – Translator S6 – Translator</p>
Team 4 (four members)	<p><i>Module 1</i> S1 –Terminologist/document researcher S2 –Translator S3 –Editor and project manager S4 –Translator</p> <p><i>Module 2</i> S1 – Translator S2 – Translator S3 – Translator and terminologist/document researcher S4 – Editor</p> <p><i>Module 3</i> S1 – Translator S2 – Editor S3 – Translator S4 – Terminologist/document researcher</p> <p><i>Module 4</i> S1 – Editor/project manager S2 – Terminologist/document researcher S3 – Translator S4 – Translator</p>
Team 5 (five members)	<p><i>Module 1</i> S1 – Project manager S2 – Terminologist/document researcher S3 – Translator S4 – Absent from work (the whole module) S5 – Editor</p> <p><i>Module 2</i> S1 – Translator S2 – Translator S3 – Terminologist S4 – Editor S5 – Project manager</p> <p><i>Module 3</i> S1 – Terminologist/document researcher S2 – Editor S3 – Project manager S4 – Translator S5 – Translator</p> <p><i>Module 4</i> S1 – Editor</p>

	S2 – Project manager S3 – Editor S4 – Translator S5 – Translator
Team 6 (five members)	<i>Module 1</i> S1 –Project manager S2 –Editor S3 –Terminologist/document researcher S4 –Translator S5 –Translator <i>Module 2</i> S1 – Translator S2 – Translator S3 – Editor S4 – Terminologist/document researcher S5 – Project manager <i>Module 3</i> S1 – Translator S2 – Project manager S3 – Translator S4 – Editor S5 – Terminologist/document researcher <i>Module 4</i> S1 – Terminologist/document researcher S2 – Translator S3 – Project manager S4 – Translator S5 – Editor

Table 4.29: Team organization across four modules

From the table, we can see that each team had their own way of handling tasks. They tried to come up with the best strategy to perform their assignment. Some teams had been through trials and errors before arriving at the most suitable way. For instance, one student reflected *“We normally had two translators and one editor. The editor would be the one who checked the translation first for every draft, but before submission we would all help one another edit the work again. I found this way very effective as we tried another strategy in the previous module and it didn’t work as much as this one”* (S17, interview, translated). In addition, another student said *“our strategies varied depending on each module. For instance, we would have two editors and two translators for difficult tasks. Although we had many people working on the same roles, we didn’t have much conflict as we worked through Google Docs, where everyone could*

make comments and corrections.”(S9, interview, translated) From the students’ comments, we could say that translation role simulation is an activity allowing the students to try different strategies and learn which one fit their team the most.

Moreover, in the reflective journals, when the students were asked if they found role assignment useful for achieving translation tasks, most of the students agreed. They reasoned that role assignment helped prevent the social loafing problem as each person had a clear role which would be rotated across modules. In addition, role assignment could make the work progress fast as each person could focus on their role and try to meet their own deadline so that they wouldn’t be the team’s burden. Here are some of the students’ comments in their journals.

Role assignment is useful as each role is clearly divided. Each person could focus on their work, resulting in more understanding of the role and more effective work (S6, module 1 reflective journal, translated)

Teamwork and role assignment enabled the task to be achieved as planned. Everyone felt committed to their task as they didn’t want to be the team’s burden. Thus, we needed to force ourselves to perform our task to meet the deadline. (S16, module 2 reflective journal, translated)

Using the role assignment method is very useful as it reduced our work time and work redundancy.(S17, module 3 reflective journal, translated)

Despite a lot of positive feedback on the role simulation activity, few students reflected negative feedback as follows:

I didn’t have a chance to act as a translator in the module that I liked most. Actually, I wanted to be a translator in that module, but the team assigned me to do another role (S23, interview, translated).

Despite its many benefits, teamwork with role simulation also has some drawbacks. Each role has different levels of difficulty, so the hard work belonged to certain members. However, since we have to rotate our roles across modules, this method is fair enough.(S16, module 2 reflective journal, translated)

I don't think role assignment for this module is useful as I wasn't a good editor. I felt that it was too hard for me and felt under pressure when performing this role.(S4, module 4 reflective journal, translated)

Overall, it can be said that the role simulation activity was favored by a lot of students for many reasons. First, each student had a chance to focus on their own role without having to worry much about other tasks, so they could perform their assigned role effectively. Second, it prevented the problem of social loafer, or the students who did less work than their peers as they all had certain roles in each module and the roles must be rotated across modules. Third, the role simulation activity made the work faster from assistance of many team members.

However, the drawbacks of this activity reflected by the students could still be seen. That is, some students didn't have a chance to do their preferred roles in their favorite module, for example, as a translator to translate the text type they liked. Second, the roles had different levels of difficulties, so hard work would fall on some certain roles. Finally, some roles were difficult for some students to do, but they had to do it because it was their turn, such as the role as an editor.

Day 3: Team translation (Draft 1)

After the role assignment activity, the students performed their work right away outside of the classroom. For example, the terminologist/document researcher would start searching for translation of difficult or technical terms or finding a template for certain types of translation, such as a research abstract. Then, they would submit it to

the translator. When the translator completed his/her translation, the work would be forwarded to the editor. It was found that the assignments of all teams could be submitted to the instructor within the set due date. From the author's observation, the students in each team were active to perform their roles to accomplish the set goals and meet deadlines as they had to be accountable for their teammates.

However, some students raised concern over time limitation for doing the translation task. They weren't used to translating a long text prior to this course, so they thought more time should be allowed to do the first draft. However, most of them also realized from the professional translators' talks that in the real world, the current translation business is very competitive, and faster translation works are required by the clients.

Upon submission of the first draft to the instructor, all the works would be forwarded to the translator for comments. The translator needed to finish this task prior to the next class so that each team could use this comment to revise their work and produce the second (final) draft. In a case the translator could finish reviewing the first drafts fast, the commented works were forwarded to each team's project manager prior to the following class. However, if the reviewing process was slow, the commented works would be brought to the students in the next class (Day 4).

Day 4: Team translation (Draft 2)

When the students received the professional translators' comments on their first draft translation, they would edit the work together on Day 4. With regard to professional translators' comments, 23.08% of the interviewed students said it was their favorite activity, which is the second highest score after professional translators' talk session, which accounted for 30.77%. The following are some of the students' comments in an interview.

I like it when I received feedback from the translators. We would be proud if the translators complimented us using the word "You translated this part very well", although we rarely got it. (S1, interview, translated)

I like professional translators' comments and when we had to discuss with our peers after receiving translators' feedback as we got to solve problems together. (S25, interview, translated)

On this day, all the students would help with the editing process regardless of their assumed roles. The students had the whole class to discuss ideas. If they could not finish their second draft in class, they could work on it outside of class as the due date was set a few days later. It was quite evident that the students could produce better translation product after being guided by the translators. Below are some examples of the students' team tasks before and after receiving comments from professional translators.



Source text	First draft	Translator's comment	Second draft	Researcher's Commentary
การวิจัยเรื่องนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาบทบาทของผู้สูงอายุไทยต่อการมีส่วนร่วมพัฒนาท้องถิ่น2) ศึกษาปัจจัยที่ส่งผลกระทบต่อบทบาทของผู้สูงอายุไทยในการมีส่วนร่วมพัฒนาท้องถิ่นและ 3) ศึกษาปัญหาและอุปสรรคของผู้สูงอายุไทยต่อการมีส่วนร่วมพัฒนาท้องถิ่น(Module 1-Team 6)	The purpose of this research is to study the role, the factors which <u>affect</u> ¹ the role, and the problems and obstacles, of <u>Thai elders</u> ² <u>through</u> ³ the participation in the local development.	³ Check tense ² It's unclear to put the word "Thai elders" too far from its verb. ³ I don't think the word "through" is equivalent to the world in the source text. *The translation shortened the source text message.	The purpose of this research is to study the roles of Thai elders in the participation in the local development, the factors which affected the roles of Thai elders in the participation in the local development, and the problems and obstacles of Thai elders in the participation in the local development.	The students could produce a better draft with clear messages in accordance with the source text.
เป็นการวิจัยเชิงคุณภาพ ผู้ให้ข้อมูลสำคัญ ประกอบด้วย ผู้สูงอายุซึ่งมีอายุ 60 ปีขึ้นไป ทั้งชายและหญิง พำนักอยู่ในภาคตะวันออกเฉียงเหนือ ภาคกลาง ภาคเหนือ และภาคใต้ จำนวน 48 คน บุคคลในครอบครัวที่ผู้สูงอายุอาศัยอยู่ร่วมด้วย จำนวน 4 คน เพื่อนบ้านหรือสมาชิกในชุมชนจำนวน 4 คน ปรากฏชุมชนจำนวน 4 คน และผู้นำชุมชนจำนวน 4 คน รวมทั้งสิ้น 64 คน (Module 1 Team 5)	The research is a quantitative research. The <u>informants</u> ¹ <u>consist</u> ² of elders who are <u>60 or older of both men and women</u> ³ who are living in the Northeastern, Central, <u>North and South</u> ⁴ region of Thailand, 4 family members who live with the elder, 4 neighbors or community members, 4 community philosophers and 4 community leaders, <u>so the total are 64</u> ⁴ .	¹ The word "สำคัญ" is not translated. ² Check tenses at the marked spot as well as other spots. ³ It needs to be revised to be more idiomatic and clear. ⁴ Check part of speech. ⁵ Start a new sentence.	The research is a qualitative research. The key informants consisted of <u>48 people of elderly men and women whose age were 60</u> ¹ or older living in the Northeastern, Central, Northern and Southern regions of Thailand, 4 family members who lived with elders, 4 neighbors or community members, 4 community philosophers and 4 community leaders. Therefore, <u>all-inclusive amount is 64</u> ² .	The team tried to correct their draft as suggested, and could find better ways to translate, but there were additional errors in the corrected part as follows: ¹ It should be "48 elderly men and women whose age was 60 or older." ² It should be changed to "the total number was 64."

Source text	First draft	Translator's comment	Second draft	Researcher's Commentary
ผู้ชายที่เหมาะกับคุณคือหนุ่มนักกีฬา รู้แพ้ รู้ชนะ รู้อภัย (Module 2, Team 2)	A man who suits you is a sportsman <u>who accepts failure, success and forgiveness.</u> ¹	¹ Sounds unidiomatic.	A man who suits you is a sportsman who has sportsmanship.	The team could search for the right word "sportsmanship."
20 วิธีคว่ำรุ่นพี่มาเป็นแฟน (Module 2, Team 1)	20 ways to have your senior as your boyfriend ¹	¹ Sound too long for a book title. Also, check the book title format	20 Ways to Win Your Senior's Heart	The team could produce a more natural translation in the second draft.
โหพี่โคตรเท่เลย น้ำกรีดก็ไม่แปลกหรอก จะบ้าหรือ ชั้นยังไม่ได้กรีดเลย (Module 2, Team 5)	Whoa! He is very cool. No wonder why Nam <u>like</u> ¹ him. Are you crazy? I <u>didn't like</u> ¹ him at all.	¹ They are not equivalent to the source text. Also, check grammar.	Whoa! He is very cool. No wonder why Nam is crazy for him. Are you serious? ¹ I am not crazy for him at all.	The team solved problems very well according to the suggestion. However, one additional part marked with ¹ was changed. The team's purpose of changing from "Are you crazy?" to "Are you serious?" might be to avoid redundancy of "crazy", but it turned out to distort the source text message.

Source text	First draft	Translator's comment	Second draft	Researcher's Commentary
ความไม่เท่าเทียมที่มีผลต่อการพัฒนามากที่สุดคือโอกาสและการขาดโอกาสที่มีผลกระทบต่อประสิทธิภาพในงานพัฒนามากที่สุดคือการขาดการศึกษา (Module 3-Team 5)	Inequality that mostly affects the development is <u>opportunity and the lack of opportunity</u> ¹ . What mostly affects the performance of development is <u>lacking of education</u> ² .	¹ The word “opportunity” alone does not equal “inequality.” Try finding a new phrase +wrong sentence breaking ² Find the correct use of “lack of.”	Inequality that mostly affects the development is inequality of opportunity. The lack of opportunity that mostly affects the performance of development is the lack of education.	The team could solve problems very well.
ผมก็มีสัญญากับพระองค์ท่านคือสัญญาใจการรับทุนมูลนิธิอันันทมหิตลจะไม่มีสัญญาเป็นลายลักษณ์อักษรแต่ว่าเป็นความผูกพันที่ต้องจงรักภักดีโดยเฉพาะพระราชดำรัสตอนเข้าเฝ้าว่าต้องรู้จักหน้าที่ตัวเอง ต้องรู้จักรับผิดชอบต่อหน้าที่ของตัวเอง (Module 3 – Team Peanut)	I also signed a <u>contact</u> ¹ with His Majesty, it is a promise. Being offered a scholarship by <u>Anandamahidol Foundation</u> ² , we don't have any contacts to sign, but we have a deep connection that reminds us to be loyal. <u>Especially the words when I met him</u> ³ , he said that you should know <u>what is your duty</u> ⁴ and be responsible <u>to</u> ⁵ your duty.	¹ Check spelling ² Article ³ Do not translate directly from Thai for the word “โดยเฉพาะ” ⁴ Check grammar ⁵ Check grammar	I also signed a contract with His Majesty, it is a promise. Being offered a scholarship by the Anandamahidol Foundation, we don't have any contracts to sign, but we have a deep connection that reminds us to be loyal. When I had an audience with the King, he said that you should know what your duty is and be responsible for it.	The team could solve problems very well.

Source text	First draft	Translator's comment	Second draft	Researcher's Commentary
<p>"หนังสือพิมพ์ลงข่าวออกทีวี กราวทุกปี โทรทัศน์ทุกช่องเสนอ ข่าวของเขาน แทบจะเป็นประเพณีไปแล้วทุก ครั้งที่การประกาศผลรางวัล วรรณกรรมเยาวชน ยอดเยี่ยมจะต้องมีนักข่าวแห่ไปที่ หน้าบ้านของเขา แล้วก็รายงานให้ เราดูอยู่ที่แค่ ประตูรั้ว" (Module 4-Team 3)</p>	<p>Every year, the newspaper published in <u>a great number</u>¹, <u>as well as</u>² all TV channels <u>broadcasted</u>³ his news <u>as</u> <u>normal</u>⁴. Everytime they announced <u>younge adult</u> <u>literature award</u>⁵, the reporters flocked into the front of his home. We <u>can</u> <u>watched</u>⁶ the news reported <u>in only the fence gate</u>.⁷</p>	<p>¹It does not have the same sense as “ทีวีขกราว.” ²Find a better word. ³Check past tense ⁴It does not have the same sense as “แทบจะเป็น ประเพณี” ⁵Check spelling of the reward name + capital letter ⁶Wrong grammar ⁷Can we <u>bein</u> the fence gate?</p>	<p>Every year, <u>the</u> <u>newspaper</u>¹ spread his news widely, and all TV channels broadcast his news traditionally. Every time they announced Young Adult Literature award, the reporters thronged to the front of his home. We <u>can watch</u>² the news reported only at the fence.</p>	<p>Overall, the team solved problems very well. However, there some problematic parts as follows: ¹Actually, there should be “newspapers” rather than “the newspaper.” It is assumed that since the translator didn’t comment on this part, the team didn’t make any changes to it. ²It should be “could watch.”</p>

Table 4.30: Examples of students' team task drafts

Please note that the students had to turn in their second draft to the instructor on the set due date. Then, the instructor would send the translation second drafts to the professional translator for grading. The second draft submission would take place prior to the following class where the students had to make a presentation on translation products, problems, and solutions. The translator would have about a week to grade the students' papers based on the scoring rubric of the American Translators Association and provide feedback to each team.

Day 5: Team presentation

On Day 5 of each module, students from each team had to make a presentation on their translation products, problems and solutions. From the researcher's own observation, the students paid good attention to this activity, especially when they had to justify their translation decisions in front of the class. The listeners were also interested in what other teams translated as they wanted to compare and contrast their works. However, discussions in class after each presentation were quite limited, with only some students asking if their translation version was also acceptable. From interviews with some students from both sections, it was found that the students valued this activity highly as they saw it as a way to justify their ideas and see what others thought. Below are some examples of what the students said.

As for me, I think this activity is useful since I had a chance to explain to the instructor our reasons for choosing certain expressions in the translation. In addition, we got to learn what our friends translated and their opinions. (S24, interview, translated)

It's a way to share each team's perspectives. There were many questions on my mind during each team's presentation concerning other teams' translation decisions. Also, it served as a stage for us to defend ourselves why we chose certain words. (S23, interview, translated)

However, for this activity, some students reflected that there should be improvement to it in some aspects. For example, the instructor should assign certain topics of translation problems for each team to focus on. The students reasoned that as each team worked on the same task and their problems were mostly the same, doing as suggested might help make each presentation even more interesting since each team would be presenting a new topic, not the same one. Meanwhile, a student proposed that the presentation topics should be made into a clear list at the beginning of the presentation as an outline to see what was going to be discussed, and along the presentation. She raised this issue because some teams didn't organize their presentations well, so it was hard to catch up with what they said.

Day 6: Individual test (post-test)

On the last day of each module, the students were asked to do an individual translation test for 45 minutes. It was observed that, unlike in the pre-test, the students could finish their post-tests in time. In addition, most of the students' score also picked up significantly. This could reflect that the students gained more familiarity with the text, so they could work faster on the tests.

After the students turned in their individual tests, the instructor was the person who graded the students' papers. The instructor graded the students' papers based on the scoring rubric of the American Translators Association. When all the papers were graded, they were brought to another two instructors to see if the score awarded to each category for each team was appropriate. In case of disagreement, a majority vote would be used for final decision.

Interesting issues arising from implementing the team-based learning activities

From the implementation of the above activities throughout the four modules, there are some interesting arising issues. These include the effect of team size and previous translation course performance of the students on the team performance, and the students' concern over some activities, such as readiness assurance process, role

simulation, and team presentation. The following section discusses these issues respectively.

Team size and previous translation course performance

Regarding team size, it can be seen that the team size didn't really affect the team performance. From the table below, Team 2 which consisted of three students had the overall team performance across the four modules of 16.25, which was higher than three teams with more members. However, the previous translation course performance seemed to matter to some degree. It could be observed that the teams with students obtaining an A in the previous course tended to have the overall team performance higher than the teams with no A students. For instance, teams 1, 2, 3, and 5 with A students scored higher than teams 4 and 6, which had no A students.

Team name	Number of students	Previous translation course performance	Overall team performance across the four modules
Team 1	4 members	A B A B+	16.5
Team 2	3 members	A A C+	16.25
Team 3	6 members	A B C+ B B C+	16
Team 4	4 members	B B B+ C+	15
Team 5	5 members	A B C+ B+ C+	16.5
Team 6	5 members	B B+ C+ B B	14.75

Table 4.31: Team composition and performance

However, according to the interview results, the students reflected that the most important factor contributing to a good team performance was the team cohesion and motivation to learn rather than the number of students or the previous translation course performance.

Readiness assurance process

Despite the fact that a majority of the students pointed out that the readiness assurance process was their least favorite activity, they tended to view this activity more useful across the four modules. It suggests that this activity should still be kept, but needs to be improved. These include creating shorter and simplified preparatory materials and the instructor's guidance towards what to be focused and in what way the materials could be applied in the real translation tasks.

Role simulation

Although the role simulation activity was viewed as a very useful activity, many students raised concern that they didn't get the best out of it as the opportunity to work on each role was limited. The fact that the students had to rotate roles across the four modules prevented them from being a true expert in each role. Thus, the role simulation activity should be designed to allow the students more opportunities to work on each role repeatedly.

Team presentation

Team presentation was claimed by a majority of the students as a stage to justify their translation decisions to the instructor and discuss ideas with other teams. However, the students raised concern that this activity should be taken more seriously. To explain, the presentation should be designed to really engage the audience in the discussion. For example, the translation problems should be pointed out more clearly for the audience to follow.

4.3 Learning attitudes

What are the learners' attitudes towards team-based learning?

To answer this research question, questionnaires on attitudes towards team-based learning were distributed to all the students in Advanced Translation from Thai into English class at the end of the semester, which consisted of 27 respondents, and the results were interpreted using descriptive statistics based on 5-point Likert scale. Apart from the quantitative results from the questionnaire, answers from interviews, reflective journals, and observation have also been adopted to further elaborate on some interesting points.

The questionnaire to elicit the students' attitudes towards team-based learning has five sections, including overview, team-based learning process, teamwork, motivation, and learning. The overview section focuses on the overall impression of TBL while the team-based learning section involves the impression on each stage of learning. Teamwork is the section aimed at eliciting the impression on what was going on when working as a team as it is the most important element of team-based learning. Meanwhile, the motivation section elicited the students' opinions on whether this team-based learning approach engaged them in their teamwork, and the learning section tried to investigate whether the students' learning has improved from using TBL.

Overview

This section illustrates the students' overall impression on the team-based learning approach. The total score of this section is 4.28. Students' perception that activities in TBL is a valuable experience is the item with the highest score of 4.56, followed by improvement of class educational environment and good use of class time, both with the score of 4.32. The item with the lowest score is enjoyable learning from TBL, with the score of 4.04.

Overview			
No.	Statement	Mean	SD
1.	Activities in TBL is a valuable experience.	4.56	0.58
2.	TBL improves educational environment of class.	4.32	0.56
3.	TBL makes learning enjoyable for me.	4.04	0.73
4.	TBL uses the class time well.	4.32	0.48
5.	TBL helps me compare myself with my classmates.	4.16	1.07
Total		4.28	

Table 4.32: Questionnaire results on students' attitudes towards team-based learning (overview)

According to the results from reflective journals and interviews, they also supported the questionnaire findings. To explain, a majority of the students thought activities in TBL was a valuable experience. For instance, from interviews, the students reflected that the three most favorite activities in the course were professional translator's talk session, team translation with role simulation, and professional translator's comments on translation drafts, which account for 30.77%, 23.08%, and 23.08%, respectively.

Regarding professional translator's talk session, the students reflected that they had a chance to learn the real world translation practice from the real professionals. In addition to learning the basic concepts of each translation text type, they also gained more knowledge in other such issues as how to become a professional translator and income. One student reflected *"I like professional translators' involvement the most as they had first-hand experience in translation, so they could provide us with insightful suggestions. Also, from their talks, I could see the possibility of working in this field in the future."* (S1, interview, translated).

Moreover, many students wrote in their reflective journals that team translation with role simulation also provided them with valuable experience. To explain, team translation with role simulation encouraged team members to discuss their ideas, show understanding towards what they were responsible for, helped save time, and served as a platform for the students to compare their performance with their peers. For example, one student said *"Working in a team with role assignment taught us how to*

work in a team and better recognize our potential when compared to peers.”(S10, module 2 reflective journal, translated).

However, what made the students’ learning less enjoyable could be conflicts among team members. For instance, a student talked to the instructor about his unhappiness from doing teamwork. Meanwhile, his teammates also reflected in their journals that this particular team member was not participative during teamwork. Therefore, throughout the semester, it could be observed that this team had relatively low interaction compared to other teams.

Team-based learning process

Table 4.33 shows the mean scores of team-based learning process. The total score of this section is the lowest compared to other sections. The item with the highest score is challenging translation tasks for teamwork, with the score of 4.36, followed by usefulness of presentation on translation products, problems and solutions as a way to justify translation choices and reflect on other teams’ works, with the score of 4.24. Meanwhile, application of knowledge gained from preparatory materials, and the iRAT and tRAT tests to the assigned task received the lowest score of 3.72.

Team-based learning process			
No.	Statement	Mean	SD
1.	I think studying preparatory materials prior to the lesson is a useful activity.	3.96	0.93
2.	I find individual readiness assurance process (iRAT) useful.	4.04	0.84
3.	I find team readiness assurance process (tRAT) useful.	3.8	0.82
4.	I can apply the knowledge gained from preparatory materials, and the iRAT and tRAT tests to my assigned task.	3.72	0.79
5.	I find translation role simulation useful.	3.82	0.75
6.	I find the assigned translation tasks challenging for teamwork.	4.36	0.57
7.	The interaction with the professional translators helps me to perform the translation tasks in a more effective manner.	4.2	0.63
8.	The presentation on translation products, problems and solutions at the end of each module is a good way for me to justify my translation choices and to reflect other teams’ works.	4.24	0.61
Total		4.02	

Table 4.33: Questionnaire results on students’ attitudes towards team-based learning (team-based learning process)

The findings from the questionnaire were consistent with the results of the interview and reflective journals. 100% of the interviewed students said the translation assignments were interesting and challenging. The reason cited included source text similarity to real world tasks and more challenging translation tasks compared to what they had encountered in the previous translation courses. However, some students also suggested the tasks should be resequenced as the most difficult task came too early in the course which frustrated the students. A student said in an interview *“I think an easy text type should be put at the beginning of the course. We were new to the course, and the first task we got to do was translation of a research abstract. I don’t know what others thought, but for me, it was very difficult.”* (S26, interview, translated)

Moreover, 100% of the interviewed students thought presentations on translation products, problems and solutions at the end of each module were very useful. The reasons were that it allowed them an opportunity to share ideas with other teams, learn from other teams’ problems, and justify their translation decisions. However, to make this activity even more useful and interesting, some students suggested that the presentation should be well-structured by pointing out clear lists of problems to facilitate the audience. One student reflected *“I think we should clearly list problems into points to prevent confusion. The way most teams did was to talk about their problems in random, which made things confusing sometimes.”* (S10, interview, translated)

However, it is interesting to note that most of the items with low scores in this section belong to readiness assurance process (items 1-4). It was observed that the students paid little attention to this activity. The individual tests revealed lower scores compared to team tests. This indicates that some students didn’t really study the preparatory materials in advance, but relied on the team discussion. From the interview results, 23.08% of the students said they could apply the preparatory material concept in their translation tasks, while 38.46% could not, and 38.46% could do it sometimes. However, the reflective journals across the four modules revealed that the students’ insights into task performance from the preparatory activity improved. That is 66.67%, 68.42%, 73.91%, and 73.68%, for module 1, module 2, module 3, and module 4,

respectively. The students reflected that what problems they had with the readiness assurance activity was that the preparatory materials were too hard and long and was difficult to apply. In addition, only little score is awarded to this activity. Their suggestions included simplifying the preparatory materials, instructor providing more guidance, and increasing points for this activity.

Teamwork

This section focuses on the students' teamwork to carry out team translation tasks. The total score of this section is 4.46, which is the highest compared to other sections. The items with the highest score are mutual respect for other teammates' viewpoints, and effectiveness of solving problems in a group in practicing what the students have learned, both with the score of 4.64, followed by good cooperation among team members. Meanwhile, the least score belongs to development of communication skills while working in the team using TBL, with the score of 4.16.

Teamwork			
No.	Statement	Mean	SD
1.	I contribute meaningfully to the TBL discussions.	4.28	0.54
2.	Other team members participate like me.	4.48	0.51
3.	Cooperation among team members is good.	4.6	0.58
4.	TBL helps me develop my communication skills while working in the team.	4.16	0.85
5.	TBL helps me develop my leadership skills while working in the team.	4.32	0.75
6.	There is mutual respect for other teammates' viewpoints during TBL.	4.64	0.57
7.	I have positive attitudes about working with my peers.	4.44	0.71
8.	The ability to collaborate with my peers is necessary to achieve translation tasks.	4.56	0.65
9.	Solving problems in a group is an effective way to practice what I have learned.	4.64	0.57
Total		4.46	

Table 4.34: Questionnaire results on students' attitudes towards team-based learning (teamwork)

The results of the questionnaire corresponded to what the students reflected in their reflective journals and interviews. From the interview, 84.62% of the students reflected that they found working in a team useful for achieving the translation task, while 15.38% party agreed. The reasons given included learning new perspectives from team members and better problem solving from the help of many people. One student

reflected in an interview *“I like working in a team because there are many helping hands. We could help check whether the work was already perfect. If I had had to do it alone, I might have thought that the work was already good despite the fact that it was not.”* (S26, interview, translated) The students also reflected that since they had to stay in the same team throughout the semester, they needed to maintain good relationship with their teammates by respecting other teammates’ viewpoints. When they had different ideas, they tried to negotiate and find evidence to support their ideas. Also, they said that from solving problems in a team, their translation tasks possess higher quality compared to individual work.

However, since there were many actors involved in each team, conflicts and communication problems were inevitable. According to the results of reflective journals, when the students were asked what elements of working in a team should be improved from the module, the highest percentage belongs to communications in the first three modules, which are at 40%, 26.32%, and 17.65%, respectively. The students reflected that despite their attempts to participate in team discussions, sometimes it was quite hard to defend their ideas and explain things to others. They were not confident of their own ideas or solutions. These limitations prevented them from contributing meaningfully in the TBL discussion. Thus, many students thought they still needed to improve their communication skills both to defend their ideas and give clear explanation to others. For example, one student said *“The skill that I need to improve is communication skills because sometimes I realized I could not communicate effectively to get my ideas across to other team members.”* (S16, module 1 reflective journal, translated). From the observation during class works, it was found that peer feedback at the end of each module led to the students’ attempt to improve their own performance. Once they received the peer feedback, they tended to engage more in the team discussion in the following module.

Motivation

Table 4.42 shows the mean scores of motivation. The overall score of 4.41 was at a high level. The scores from items 1 to 5 were 4.48, 4.72, 4.32, 4.24, and 4.28., respectively. The items with the highest score was the students' motivation to cooperate with others (4.72) followed by students' realization of their strengths and weaknesses through TBL (4.48) The item with the least score was the students' motivation to study more (4.24). However, it should be noted that no items received scores lower than 4.00, suggesting positive attitudes towards motivation.

Motivation			
No.	Statement	Mean	SD
1.	TBL helps me identify my strengths and weaknesses.	4.48	0.71
2.	TBL encourages me to cooperate with others.	4.72	0.46
3.	TBL helps increase my mental motivation and further readiness for class.	4.32	0.63
4.	TBL motivates me to study more.	4.24	0.83
5.	TBL motivates me to continue learning in a team.	4.28	0.74
Total		4.41	

Table 4.35: Questionnaire results on students' attitudes towards team-based learning (motivation)

It is obvious that TBL's encouragement to cooperate with others received the highest score among all sections. With the role simulation mechanism, the students were encouraged to cooperate with other team members to arrive at the best performance. This is evident in the interview result, which shows that 100% of the students thought simulating roles involved in translation was useful. Meanwhile, the results from the reflective journals also reveal high score at 79.17%, 87.5%, 88%, and 86.36% for module 1, module 2, module 3, and module 4, respectively. The reasons given included many helping hands, not too much workload for each person, faster work, and gaining knowledge from idea sharing. One student reflected that *"Teamwork with role simulation is useful in that it could help reduce the workload. Team members could caution each other when they saw something wrong. Also, teamwork forced us to work faster to meet the deadline. Usually, I was not an active person, but teamwork forced me to work faster in order to deliver works to peers."* (S16, module 1 reflective journal, translated).

TBL was also viewed as a stage to see the strengths and weaknesses of one's own. According to the interview, when the students were asked to identify the advantages of team-based learning in the translation classroom, the students reflected learning from others, learning one's own strength, role division, better outcome from having many helping hands, and improved personal performance from teamwork, with the score of 46.15%, 15.38%, 15.38%, 15.38%, and 7.69%, respectively. In line with the reflective journals, many students reflected that they gained more knowledge from their teammates through discussions. They realized what they still lacked from seeing extensive knowledge of their peers. Therefore, the students tried to improve themselves so that they could contribute more to the team.

However, with regard to motivation to study, the interview result shows the score which is not so high. That is 61.54% of the students thought working in a team gave them more motivation to learn, while 23.08% disagreed and 15.38% partly agreed. Despite many good reflections towards team-based learning, there were also some students who raised concern over inconvenience and slow process from learning in a team. These students said that teamwork made things slower compared to doing works individually. The students with this kind of reflection were observed to be more proficient or confident students. The concern they raised included unacceptable ideas proposed by teammates, poor performance by certain team members, and the need to wait for other people's works. One student reflected in an interview that *"I don't like teamwork much because the more people the more conflicts. Also, it wasted my time. For example, when I was an editor, I had to wait for the translator's work.."* (S23, interview, translated). These could be the reason why lower scores belong to items 4 and 5 regarding motivation to study more and motivation to continue learning in a team. However, it should be noted that although these two items receive the lowest scores in this section, they are still relatively high compared to other sections.

Learning

This section focuses on TBL's contribution to learning. The total score of this section is 4.19, which is not so high compared to other sections. The item with the highest score is learning more through TBL, with the score of 4.4, followed by TBL's contribution to better decision making for every problem, with the score of 4.32. On the other hand, the items with the least scores are better learning from TBL compared to individual study, students' activeness during TBL sessions, and TBL's extension of learning retention, all with the score of 4.04.

Learning			
No.	Statement	Mean	SD
1.	TBL results in better learning compared to individual study.	4.04	0.98
2.	I learn more through TBL.	4.4	0.71
3.	TBL helps me solve problems better.	4.28	0.74
4.	TBL results in better decision making for every problem.	4.32	0.75
5.	I am an active learner during the TBL sessions.	4.04	0.68
6.	Most students are attentive during TBL sessions.	4.08	0.70
7.	I pay attention most of the time during the TBL sessions.	4.28	0.74
8.	TBL extends learning retention.	4.04	0.79
Total		4.19	

Table 4.36: Questionnaire results on students' attitudes towards team-based learning (learning)

According to the students' reflective journals, interviews and observation, it was evident that the students learned more through TBL. From the interview result, 84.62% reflected that learning in a team helped improve their learning while 15.38% partly agreed. The reasons given included learning from others' viewpoints, applying others' techniques, and learning duties of different roles and what they were really good at. For example, one student said that *"working in a team with role simulation taught us the teamwork skills, and I realized my own potential from doing teamwork."* (S10, module 2 reflective journal, translated). In addition, it was observed that during team discussion, the students asked interesting questions among the team members. When they couldn't resolve conflicts, they turned to the instructor for advice. It shows that they tried hard to learn from various perspectives in order to arrive at the best solution.

Although TBL received positive feedback in many aspects, some students didn't think TBL contributed to better learning compared to individual study. Students who preferred individual works tended to be more proficient and confident students who thought they would do better on their own. Also, this attitude made them less active during the TBL sessions. For instance, a student said *"I think working in a team made things slow. Also, I sometimes disagreed with what my friend proposed but had to accept it because I didn't want to be an evil in their eyes."* (S18, interview, translated). Despite some disagreement with teamwork, when the students were asked in an interview whether they preferred working in a team, working individually or a combination of both in the future, 7.69% said they preferred teamwork, while 23.08% and 69.23% preferred individual work, and a combination of teamwork and individual work, respectively. When they were asked further what the drawbacks of teamwork were, they reported conflicts, little participation for some roles, taking a lot of time, social loafer problem, and being too considerate to comment on peers' work, at 38.46%, 23.08%, 15.38%, 15.38%, and 7.69%, respectively. However, although there were some drawbacks from teamwork, a majority of the students still believed a combination of teamwork and individual work should be the best choice.

From adoption of team-based learning in a translation classroom, it was found that the overall attitude of the students was at a good level. This is particularly true for teamwork and motivation as these sections received the highest scores of 4.46 and 4.41, respectively. The students reflected that team-based learning increased their engagement and contribution to team tasks, especially with the role simulation activity. In other words, as each student had to assume (a) certain role(s) as a project manager, a translator, a terminologist/document researcher, or an editor, they needed to be responsible for their duties to support other team members. In addition, division of roles also made their work more effective as each team member could focus on their specific task without having to worry about doing many things at the same time. The challenging translation tasks reflecting real world works is another factor contributing to the students'

positive attitudes. The students cited new experience from translating more challenging texts compared to their previous translation courses. Moreover, the fact that their team translation drafts were scored by professional translators also encouraged them to work harder to produce the work that met the translators' standard. The students also developed good relationship with their teammates as they had to stay in the same team throughout the course. Finally, team-based learning improved the class environment as it allowed the stage for the students to discuss their ideas both in teams and between teams. It enabled the students to see their own strengths and weaknesses when compared to other people.

However, there were also negative attitudes towards some aspects. First of all, some students raised concern over team conflicts. The wide discussion in a team could lead to conflicts. If they were unsolved, the team could face unity problems in the long run, which made their learning less enjoyable. Moreover, the use of readiness assurance process was not so effective in most of the students' opinions. They reflected that the theoretical concepts from preparatory materials could hardly be applied in the real translation task and that some materials were too long and difficult to understand. Finally, a few students preferred individual works to team works as they thought they would have done better on their own and they didn't want to wait for other people's works during the translation process. However, all of the students said group work should still be included in the course as it reflects the real world work and allows students to practice how to work with others.

The students also gave recommendation on some aspects of the course. First of all, with regards to team conflicts, some students proposed that students should have a chance to switch teams in some modules. This will help reduce the conflicts with former team members, and serve as a stage for working with more people like in the real world. Also, although the translation tasks were challenging and appropriate, they should be resequenced. That is, the most difficult text type should be put in later modules as the students of this course are new to this learning approach. For presentations of translation

products, problems, and solutions, each team should be required to make a clear list of problems to prevent confusion. Finally, most of the students thought the readiness assurance process should be improved. The materials should be simplified and more applicable to the real translation tasks. The instructor should provide more guidance on the preparatory materials rather than letting the students study on their own, and more scores should be awarded to this activity.

4.4 Discussion related to the relevant theory and framework

Team-based learning which is the learning approach implemented in this study was underpinned by the social constructivist perspective and team-based learning framework. Therefore, the following section will discuss the results of this study in relation to these theory and framework.

4.4.1 Team-based learning in relation to the social constructivist theory

The social constructivist approach is rooted from Vygotsky's (1978) concept of constructivism, which held that social interaction plays a fundamental role in the process of cognitive development. In the present study, the adoption of team-based learning in a translation classroom was based on such ideas, and it was expected that the social interaction combined with special activities such as role simulation and professional translators' involvement would lead to the improvement of learners' communicative competence, strategic competence, interpersonal competence, instrumental competence and awareness of the translation profession.

With regard to communicative competence, the results of the study showed that the students' communicative competence improved with a statistical significance of 0.05 across the four modules. The interview and reflective journal results revealed that the number one factor contributing to their individual communicative competence improvement was teamwork, followed by professional translators' involvement, practice and individual factors, respectively. The students reasoned that teamwork promoted discussion among peers, leading to various interesting opinions, which could be applied in the translation task. This is consistent with the social

constructivist perspective in that it promotes multiples realities and perspectives (Kiraly, 2000). In other words, the exchange of multiple realities in the social environment will lead to debate, negotiation, change, and growth in the individual perspective. Moreover, social constructivist concept of collaborative learning also supports these findings as it claims that the collaboration between peers can create meaning among themselves and then it can be transferred to individual meaning.

For strategic competence, it was found that the students had improved team and individual strategic competence. The improved team strategic competence was evident in improved team translation performance across the four modules, fewer error rates, team's solutions to management and translation problems, and team's satisfaction of their own solutions. Meanwhile, improved individual strategic competence was evident from improved individual tests across the four modules, fewer error rates, and individual solutions to translation problems. According to the interview results, the number one factor contributing to improved individual strategic competence was team translation mechanism and translators' comments on translation drafts, followed by translation practice, and individual potential. These findings corresponded with social constructivist concepts of collaborative learning, the zone of proximal development, scaffolding, and socio-cognitive apprenticeship. To explain, the students had an opportunity to collaborate among peers and create meanings among themselves while working in a team translation task. According to Vygotsky (1994), an essential feature of learning is the fact that it creates the zone of proximal development. In other words, learning leads to various internal developmental processes which can operate when a person is interacting with people in his environment and in cooperation with peers. As for scaffolding, Kiraly (2000) asserted that appropriate scaffolding will lead students to autonomous action and learning. It will then allow the teacher to work with many groups at the same time. The teacher can provide scaffolds to help a particular group to overcome their problems, and move on to the next group. Moreover, the involvement of

professional translators contributes to socio-cognitive apprenticeship, which refers to situated modeling, coaching, and fading (Brown et al, 1989). Teachers try to promote learning by making their tacit knowledge explicit or by modeling their strategies for students in authentic activities. When the students have grasped the target skill, the teachers reduce their participation, and provide only limited feedback to the students.

Regarding interpersonal competence, it was found that the students had improved performance at the end of the course when compared to the beginning of the course. The improvement of interpersonal competence was measured from the peer feedback scores awarded by team members, the students' own evaluation of their own contribution to the team task, and the instructor's observation. From the three instruments, it was found that the students' interpersonal competence improved but inconsistently. That is, the score of peer feedback and self evaluation decreased in some modules. However, when comparing the performance between the beginning and the end of the course, improvement of interpersonal competence can be found. From observation, it was found that the improvement of students' interpersonal competence came from two factors, including peer feedback and team translation results. Such improvement can be supported by the social constructivist concept of collaborative learning as the students learned in group and had to interact with others. Therefore, they needed to maintain good interaction with peers in order to carry out an effective task.

For instrumental competence, it was found that the students had consistent improved performance across the four modules. The students could make use of more various resources to carry out the translation task and team management issues. This improvement is supported by the social constructivist concept of collaborative learning and situating learning. According to Kiraly (2000), a great advantage of collaborative learning is an opportunity to take part in activities revolving around problems which reflect the real world situations. Students can cooperate to work and find their own sub-tasks, and learn to make meanings of their own. Moreover, for situating learning, Risku (2016) asserted that people don't learn from absorbing information, but from navigating

with others under certain environment. This is true for the case of improved instrumental competence. The students were put in problematic situations where they had to solve real translation and team management problems. Therefore, the students had to undergo trials and errors in order to find the best tools or resources for finding information or for contacting with their teammates in order to achieve successful translation tasks.

Finally, for awareness of the translation profession, it was found that all of the students had improved awareness of what was going on in the translation industry. The students claimed that the factors contributing to their improved awareness of the translation profession were professional translators' involvement, team translation with role simulation and real-world translation tasks. These findings are consistent with the concept of collaborative learning and situating learning. That is, the students had an opportunity to take part in collaborative activities revolving around problems which reflect the real world situations. For situating learning, Risku (2016) claimed that the object of education should not be limited to inputting information, but involve the use of such information in interaction with the environment. In the case of translation, for example, the learning of professional translation skills would best be achieved through the collaborative undertaking of professional translation tasks under the guidance of a professional translator.

4.4.2 Team-based learning in relation to the team-based learning framework

According to the framework proposed by Michaelsen (2004), and Sibley and Ostafichuk (2014), team-based learning is composed of four main elements, including proper teams, readiness assurance process (RAP), application activities and accountability. In this present study, adoption of the team-based learning approach was aimed to support the development of high performance learning teams, promote better learning performance, and promote good attitudes towards group work. The following section will discuss these points respectively.

Regarding the development of high performance learning teams, Michaelsen, Jones, & Watson (1993) stated that high performance teams can be characterized by four features, including (1) the performed tasks lead to a significant product or service, (2) the work involves thinking, not just doing, (3) the team members receive ongoing feedback about the level of their performance, and (4) The team receives feedback on the performance in the competitive arena. From the actual implementation of the team-based learning approach in a translation classroom, the learning activities met all these four features. To clarify, the performed tasks led to a clear translation product which had been through many procedures performed by many involved actors, such as project manager, terminologist/document researcher, translator, and editor. In addition, since their works needed to be reviewed by professional translators, all of these actors had to carefully think about how to perform their roles effectively in support of other team members to arrive at the best translation product, so it was not just the act of doing the task. In each module, each team member was evaluated by the rest of their teammates with regard to their contribution to the team translation task so that they could improve their performance in the following modules. In addition, at the end of each module, each team had a chance to make a presentation on their translation products, problems and solutions. The instructor would give feedback on their presentation. Through this presentation and discussion, each team could compare their work with the other teams to check the level of their team performance and use it for further improvement.

Regarding promotion of better learning performance, it was found that the overall team performance improved at the end of the semester in terms of communicative competence, strategic competence, interpersonal competence, and instrumental competence. This could be resulted from the coherent learning activities under the team-based learning framework. To clarify, the students were engaged in collaborative work on team readiness assurance test and team translation assignments using role simulation where each team member was accountable for his/her own duties. This is in line with Michaelsen (2004), who asserted that from being exposed to team-based learning, the

students develop accountability to peers from team readiness assurance test and application activities. This, as a result, could lead to better learning performance. It was found that the students were satisfied with most of the arranged activities, including role simulation, translation, and team presentation. Developed according to this concept, the team translation with role simulation and real world translation assignments employed in this study was viewed by the students as an activity reflecting the real world practice. However, the readiness assurance process was not favored by many students as it couldn't be applied in the real translation task.

However, despite the overall improvement, it could also be found that some teams had relatively low improvement compared to other teams. The contributing factor to this inconsistent improvement could be the failure to follow the properly formed and managed team concept of the team-based learning framework. According to Michaelsen (2002), properly formed and managed team means the team which minimizes barriers to group cohesiveness resulted from self-selection of team members, distributes member resources by ensuring that each team has human resources of mixed abilities, is large enough, and is permanent. However, due to students' requests, claiming that they would feel uncomfortable working with those they were not familiar with, this present study allowed the students to form their own teams, which is different from the team-based learning framework suggesting that the team be set by the instructor to ensure that it consists of human resources with mixed performance. In addition, due to the limited number of students, the number of each team didn't have the ideal number of 5-7 students, but a team of three students, two teams of four students, two teams of five students, and one team of six students. From the team performance, it was found that team size didn't have a direct effect on team performance as the team of three students had better team performance than some teams with five or six members. However, the component of team members with mixed performance seemed to matter. For example, the team without students receiving an A from the previous translation course tended to have a lower score compared to the team with a student receiving an A from the previous

translation course. This could support the team-based learning framework, which claims that to function effectively, groups should be as diverse as possible. In other words, every group should have access to students in the class who have the potential for making a significant contribution to the success of their group (Michaelsen, 2002).

Finally, it was found that team-based learning promoted students' good attitudes towards group work. This is clearly resulted from the whole coherent framework of the team-based learning approach. According to Sweet and Michaelsen (2012), team based learning requires the task to be carried out in a specific sequence involving feedback to promote high performance learning teams, where team members know each other, need each other, and hold each other accountable for preparation and contribution. Based on this concept, the organization of activities in sequence, including readiness assurance process, application activities which consisted of team translation with role simulation and real world translation tasks, and peer feedback made the students learning systematic. Most students viewed these learning activities useful and enjoyable. Moreover, they had better attitudes towards team work in that team-based learning could eliminate the free-rider problem since each team member had their own roles and needed to contribute meaningfully to the team task.

4.5 Discussion related to previous studies

The team-based learning approach has been adopted in many fields of studies, but still very limited in translation. Therefore, this present study will discuss its findings in relation to previous studies on team-based learning from different fields to ensure its effectiveness in various contexts. The following section will be divided into two main parts based on the aim of team-based learning mentioned earlier, which are team-based learning with the role to support the development of high performance learning teams, team-based learning with the role to promote better learning performance, and team-based learning with the role to promote good attitudes towards group work, respectively.

4.5.1 Team-based learning with the role to support the development of high performance learning teams

Many previous studies reported that team-based learning promoted the development of high performance learning teams. Guerrero (2015) conducted TBL in a Portuguese classroom and found many advantages, including increased focused interaction among students, increased potential, enhanced feedback from team interactions, and an opportunity for students to ask questions, debate and reach a consensus. Also, Wallace (2015) employed TBL in introductory translation courses and found that there were strong correlations between team-based learning and solidarity, cohesion and accountability. She also held that the well-structured nature of team-based learning had a profound effect on students' perception of their own achievement, especially in the ability to foster working relationships which became more meaningful through intense, personal interaction. For this present study, it was quite obvious that the students tried to create meaningful translation products through high performance learning teams. In order to arrive at a translation product, each team had to undergo many processes, including team management, a search for difficult terms and templates, as well as translating and editing processes. Through the use of role simulation, the students were strongly committed to the duties under their responsibilities as mentioned in many reflective journals that they didn't want to be the team burden. In addition, with the feedback from peers, professional translators and instructor, the students felt the need to improve themselves to maintain the team's good relationship and achieve a better team performance.

4.5.2 Team-based learning with the role to promote better learning performance

According to Wiegant, Boonstra, Peeters, & Scager, (2012); Vasan, DeFouw, & Compton, (2009); and Rania, Rebora, & Migliorini, 2015, team-based learning improved learning performance. Complex and challenging assignments enable the students to extend their skill, confidence, and motivation to perform better. In addition,

with the support of their team members rather than relying on the instructor guidance, the students experienced the world of research as experienced by the real professionals, so they learned how to solve problems on their own, leading to better learning outcome and autonomy. This is in line with the results of the present study, the students showed improvement in all areas of competence at the end of the course, including communicative competence, strategic competence, interpersonal competence and instrumental competence. To explain, the team mechanism allowed the students an opportunity to explore the ways to achieve the best performance on their own, for example, maintaining good relationship with peers by adjusting themselves based on the peer feedback, using effective instruments for researching and contacts, creating a wise work plan and revision process to ensure effective works and high quality translation products.

4.5.3 Team-based learning with the role to promote good attitudes towards group work

According to many previous studies (Clair &Chihara, 2012; Van Sligtenhorst& Bick, 2011; Vasan, DeFouw, & Compton, 2009), team-based learning promote good attitudes towards learning in group from preparation of concepts through readiness assurance process, application activities which consist of real life exercise, and the peer evaluation process to get rid of free riders. The results of the previous studies are partly consistent with this present study. To explain, the students in this present had positive attitudes towards team-based learning, particularly in terms of teamwork and motivation. The students reflected that they were motivated to learn from the interesting application activities organized by the course, which involved role simulation, professional translators' involvement, and real life assignment. These activities raised their awareness of the translation profession, which they had never experienced before prior to this course. Moreover, the peer evaluation mechanism ensured that there would be no team members who did less work than the others. Even if there were some, those

members would be punished by a decrease in peer feedback score rewarded by their teammates.

However, one feature under this present study which is not consistent with the previous literature was the readiness assurance process. Although the reflective journal results revealed that the students gained more insights into how to perform the translation tasks from studying preparatory materials and taking an individual test and a team readiness assurance test, many students still viewed this readiness assurance process as time consuming and not so practical for the translation classroom.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the results of the main findings, which cover learning effects, learning process, and learning attitudes, as well as discusses the arising issues from the present study, pedagogical implications and research implications. The chapter is divided into four sections, including (5.1) summary of the main findings, (5.2) arising issues from the present study, (5.3) pedagogical implications, and (5.4) research implications.

5.1 Summary of the main findings

This study aims to address three main research questions. The first one is on the learning effects of using team-based learning in a translation classroom, including the effects on communicative competence, strategic competence, interpersonal competence, instrumental competence, and awareness of the translation profession. The second research question focuses on exploring the actual learning process of the team-based learning approach, and the third research question on the learners' attitudes toward this learning approach.

5.1.1 Learning effects

This section was aimed at answering the first research question "To what extent do learners exhibit their translator competence, namely communicative, strategic, interpersonal and instrumental competences, as well as awareness of the translation profession after being exposed to team-based learning?"

From the investigation, the students showed their improvement in all the competence as well as their awareness of the translation profession. To clarify, for the communicative competence, the improvement is evident in the students' post-test scores in all modules. The students reflected four factors contributing to their communicative improvement, including teamwork, professional translators' involvement, practice and individual factors. This is quite the same as strategic competence, claimed by the students to pick up from teamwork and professional translators' involvement in addition to each individual student's determination to improve their task. All the teams' second drafts improved satisfactorily with the help of their team members and comments from

professional translators. The teamwork mechanism and discussion led to individual strategic improvement as well, as shown in the students' reports on translation problems and solutions, in which the students reflected their hard research, careful interpretation of the source text and inventing translation strategies to cope with the problems.

As for interpersonal competence, both the peer feedback and the students' self-evaluation show satisfactory result, indicating the students have improved in terms of their interpersonal competence. Although the peer feedback scores didn't increase significantly, the overall score each student was awarded by peers was quite high. Meanwhile, despite being commented on by their teammates, most of the students still viewed that their interpersonal competence has improved, particularly in terms of leadership skills, communication skills and negotiation skills. From the observation, it was found that the students tried to improvement their performance based on the peer feedback and team translation results.

For instrumental competence, the students developed the use of tools to facilitate their team work, as well as searching techniques to gain the most reliable data for the translation. To clarify, many groups of students adopted Google Docs as the tool to communicate online. They could post their translation, make corrections, and leave comments, where their friends could see their feedback real time. Moreover, the students learned more about the sources to find information for certain text types, as well as learned how to input keywords on search engines.

Finally, the students were more aware of the translation profession. They cited three things contributing to their awareness, including professional translators' involvement, role simulation activities, and real-world translation jobs. To explain, the students understood more about the duties of each role, including terminologist/researcher, translator, project manager, and editor through role simulation. Moreover, the professional translators' experience sharing and comments on their translation drafts could equip the students with more understanding about the translation industry. Finally, the authentic translation assignments raised awareness among the

students of how translation tasks in the translation industry really looks like, so they are prepared for the real work life.

5.1.2 Learning process

With regard to learning process, despite the fact that some activities couldn't be carried out as planned, many of them went smoothly and even beyond expectation. To point out, role simulation activities gained a lot of attention and cooperation from the students. Most of the students tried to keep themselves active in order to perform their role effectively; otherwise, they would become the team's burden. Despite some negative comments on some roles as not being necessary, many students reflected gaining more insights into doing each particular role. For example, as a terminologist, many students thought it should be assumed by the same person as a translator. However, once they really tried assuming the role, they realized that it was no less important than any other roles. The translation could be of low quality with the wrong use of words.

In addition to the role simulation activities, professional translators' involvement was cited as the most favorite activity in the course by many students. The students were very attentive to the translators' talk sessions as they would like to know what really occurred in the translation industry. The students also enjoyed the activities where professional translators commented on their team translation drafts. They were excited every time they got comments from the professional translators. Also, they reflected that the translators' comments were very useful. One student even suggested having professional translators comment on each individual student's translation.

However, the activities which didn't go as expected included team forming and readiness assurance activity. That is, instead of teams being formed by the instructor, the students asked to select team members on their own as they would feel more comfortable working with people they were familiar with. Finally, there were six teams with different numbers of students with different proficiency levels. However, it was found that the team size didn't affect the team performance much, but what mattered more was the proficiency level of the students. To clarify, the team with students who received an A from the previous translation course tended to perform better than the

teams without an A student, regardless of team size. In addition, the readiness assurance activity received less attention than expected. Many students thought the scores awarded to this activity were quite minimal, so they sometimes didn't study before taking a test. In addition, the preparatory materials were claimed to be difficult and lengthy, and couldn't be applied in the real application activities.

5.1.3 Learning attitudes

The students' attitudes towards team-based learning with professional translators' involvement was positive overall. Among all the four main categories, which are team-based learning process, teamwork, motivation and learning, the highest score belonged to teamwork, followed by motivation, while team-based learning process received the least score. For teamwork and motivation, the students reflected that teamwork was a good means to carry out successful translation tasks as they had many people to help solve problems, and they felt motivated to cooperate with others as their tasks needed to be carried out to support the others' tasks. On the other hand, for team-based learning process which consisted of readiness assurance process and application activities with professional translators' involvement, the students scored low for the items of readiness assurance process. This result is in line with interviews and reflective journals showing that the students thought readiness assurance process was quite time consuming and was not really applicable to the actual translation task. However, the students valued professional translators' involvement and role simulation highly. To explain, the experience shared by professional translators gave the students ideas about general professional practice, and professional translators' comments on translation drafts were very useful for the students to produce a more qualified translation to meet the translation industry standard. As for role simulation, the students thought it was a good activity as it allowed them an opportunity to practice doing different roles, make the work easier and faster with many helping hands, and make the translation product more accurate.

5.2 Arising issues from the present study

In this study, there are four arising issues, including (1) what is learned from team roles, (2) effects of team size on team performance, (3) the roles of the instructor, and (4) the roles of the translators

5.2.1 What is learned from team roles

This study employed the use of role simulation in a translation classroom. In each team, the students were assigned different roles based on team members' consideration. The roles included project manager, translator, terminologist/document researcher, and editor. The students were asked by the instructor to switch roles across the four modules, and they were allowed to manage their own teams in terms of number of students assuming each role. Overall, it was found that this activity could engage the students in the team translation activities very well. Most of the students showed a strong commitment to the team tasks as they recognized the importance of their roles in relation to other roles. For example, the project manager had to make a good and clear plan in order that the team could achieve good performance at a timely manner; the terminologist/document researcher needed to make thorough search of terms and documents to support the works of the translator so that the translator could work more comfortably without having to worry much about researching; the translator had to perform careful translation using the resources provided by the terminologist/document researcher, and his/her further research; and the editor needed to make sure the translator's work was correct, complete, and met the requirements.

From the implementation of this activity in class, some interesting issues were found. These include students' management of role assignment, students' concern over some roles, and students' suggestions on role simulation activity. The following section discusses these issues respectively.

For students' management of role assignment, it is interesting to see that each team showed different ways of role assignment. Across the four modules, the number of students performing each role varied. However, it was observed that a lot of focus was

put more on the translator role than other roles. For example, some teams assigned three members to assume this role in one assignment. Meanwhile, the role as a project manager and terminologist/document researcher tended to receive less attention. To explain, these two roles were always combined with another role as the students thought the role tasks were not as difficult as those of other roles. The most common combination is the role of terminologist/mixed with the translator role, and the project manager role mixed with the editor role.

For the students' concern over some roles, the students mostly raised the issue of the role as an editor, a terminologist/document researcher, and a project manager. First of all, many students thought it was difficult to assume an editor role as they didn't possess good linguistic knowledge to correct their friend's works. They were afraid that they would mistakenly make corrections to the parts which were correct. Moreover, a lot of students thought the role as a terminologist/document researcher wasn't so important as the translator himself/herself should be the one who search for information. The translator should know best which words need to be searched to make the translation complete. Finally, many students thought a project manager role was simple. Some teams even consider this role as an opportunity for the person assuming the role some free time. For example, while many teams usually combined the project manager role with some other roles, such as an editor role or terminologist/document researcher, one team clearly pointed out that they didn't combine the project manager role with any other roles as they wanted to allow each team member some free time in one module.

Regarding the role simulation activity, the students thought it was useful and interesting overall, but provided some suggestions for improvement. Most of them thought they would like the course to focus more on the translator role as many students didn't have a chance to act as a translator in some modules. They suggested that the instructor should at least set the requirement that each student should have a chance to assume a translator role at least twice or three times. In the course, some of them got to work as a translator only once across the four modules, and they felt that it was not sufficient for them.

5.2.2 Effects of team size on team performance

When the study was implemented in the translation classroom, the teams had different sizes. There were six teams altogether, two teams in the first section and four teams in the second section. In the first section, there were seven students, so there were two teams with four and three students, respectively. Meanwhile, the other section consisted of 20 students, so there were four teams. Two teams had five students, one team with six students and one team with four students. These numbers came from the students' self selection of their team members. As a result, the teams under this study were different in size and human resource abilities.

After the study was carried out, it was found that the team size didn't really affect the team performance. For example, some teams with three or four members had a better team performance than some teams with five or six members. However, what seemed to matter more was the abilities of the team members. When considering the students' previous translation course performance, it was found that the team with at least an A student tended to perform better than the team with no A students regardless of the team size.

5.2.3 The roles of the instructor

According to the team-based learning approach, the instructor is a facilitator of learning activities. Meanwhile, the students should be driven by teamwork through the coherent process of readiness assurance process, application activities and accountability. Under this present study, the conventional way of lecturing was not given to the students, but the students were assigned preparatory materials to study for the individual and team tests, and carry out team translation tasks based on the team mechanism. The instructor would facilitate the students in case they needed assistance or had questions only.

From this practice, some students raised concern over the need for more lecture. They said the preparatory materials were hard to understand, and they would like the instructor to summarize the content for them. Furthermore, for each translation text type, the students would like the instructor to provide them with translation patterns, such

as tenses to be used in different parts of an abstract, how to translation technical terms, etc.

In summary, the students were not familiar with the new learning approach where they were expected to explore things on their own driven by team mechanism.

5.2.4 The roles of the professional translators

Under this present study, professional translators played a role of a person sharing professional perspectives with the students in terms of general information about the translation industry, such as how to be a good translator, how to get a translation job, etc. In addition, the professional translators provided comments on the students' team translation drafts and finally marked the final drafts based on the scoring rubric employed in the course.

It was found that the students were really engaged in the professional translator's talk session as they asked many questions and paid great attention to the talk. Moreover, the students were eager to learn the professional translators' comments on their team translation drafts. The students reflected that they gained awareness of the translation profession through professional translators' involvement. However, some students suggested that the professional translators should have more involvement in their learning. For example, the students' individual translation should also receive comments from the professional translators so that they could develop individually.

5.3 Pedagogical implications

The present study proved that the team-based learning approach promoted high performance learning teams, significant learning tasks, and good attitudes towards group work. However, adjustment is needed for some course aspects. The following section is, therefore, divided into three parts, including teaching methodology, teaching instruments, instructor's and students' roles.

5.3.1 Teaching methodology

As discussed earlier, the team-based learning approach was primarily aimed for the students to carry out their own works in teams rather than relying on the instructor. However, the students requested more guidance or lecture as they had never

been exposed to this learning approach before. For example, the students asked the instructor to teach them the patterns of each text type like research abstracts as it was too difficult for them to figure out on their own. In addition, the students would like the instructor to teach them about the content of the preparatory materials instead of letting them study on their own.

From all of these concerns, it is recommended that the instructional method be changed to better facilitate the students. However, the students' self-dependence shouldn't be eradicated totally. To clarify, the future advanced translation course may be conducted using a combination of both lecture and team-based learning. For example, the modules which need clarification like translation of academic documents can be taught in the form of lecture and practice. Meanwhile, team-based learning can be adopted in some uncomplicated modules like audiovisual translation. However, in order to do so, the arrangement of course activities must be well-planned. For instance, at the beginning of the course, general lecture could be given to the students to equip the students with some translation techniques, including searching techniques, language register, etc. Then, the full team-based learning approach can be adopted later in the course.

5.3.2 Teaching instruments

The teaching instruments used in this class included preparatory materials, readiness assurance test, team translation tasks, and individual tests. The most problematic instruments claimed by the students were preparatory materials and readiness assurance test. To explain, the students reflected that the preparatory materials were lengthy and difficult to understand, and the readiness assurance tests could hardly be applied in the translation task. Meanwhile, the other instruments, such as team tasks or individual tests were already appropriate in terms of difficulty and length.

In the future course, to solve the above problems, the readiness assurance process should be adjusted. To clarify, the preparatory materials should be simplified and shortened, and the readiness assurance test format could be changed from multiple choices to open-ended answers. Instead of testing the general concept of each translation text type, the readiness assurance process could serve as a stage for the students to

perform textual analysis of the source text, which could really be applied in the real translation task. Although the open-ended answer format is not consistent with the framework of team-based learning which encourages the use of multiple-choice test to promote the teams' simultaneous reporting, it should be noted that the nature of each course is different. For translation courses in general, the main activity is translation, not just finding a solution to a certain problem. Thus, the readiness assurance process should be adjusted to suit each learning context.

5.3.3 Instructor's and students' roles

As discussed in the previous section, the role of the instructor under the team-based learning approach is a facilitator, and the students need to be accountable for their own learning in a team. However, this learning approach was very new to the course under the present study. Moreover, prior to such course, the students had never been exposed to this kind of learning approach before. Thus, the students reflected the need for more assistance from the instructor.

To solve the problem, apart from adjustment to the teaching methodology by combining lecture with team-based learning activities as mentioned earlier, the instructor needs to make it clear to the students at the beginning what the goal of this learning technique is. The students should realize that in the real world, assistance doesn't come to them so easily. Thus, they should encounter the situations which will prepare them for the future work life. Another thing the instructor could do is to conduct a small workshop for the students at the beginning of the course and teach them by examples about how to perform each role and introduce more resources to the students so that they can acquire information on their own effectively, for example, introducing them to the use of software, track change program, and other advanced technological assistance. This will make their work easier and more professional.

5.3.4 Professional translators' role

In the present study, professional translators' involvement was still very limited. That is, each professional translator came to share their experience in one class session. Then they reviewed and scored the students' team translation drafts. Although

their contribution was already valued by the students as promoting their awareness of the translation profession, the students could have benefited more with the full professional translators' full involvement in the team translation activity.

It would be beneficial if future studies could adopt full participation of professional translators in the course. In other words, one or two professional translators could be hired to be involved in more activities. Apart from sharing their experience and commenting on team translation drafts, the translators could help guide the role simulation activity throughout the course, so that the students would gain more insights into each role.

5.4 Research implications

From the research findings, it was found that the use of various instruments for measuring each competence was very important for data triangulation. The clear example is the measurement of interpersonal competence, where students' self reflection and peer's reflection are sometimes different. Therefore, researchers' observations could help confirm the results. This can be concluded that the use of various instruments is beneficial for this type of research.

With regard to observation used in this study, it was found that the instructor's role as both a researcher and an observer might not prove effective. As there are many activities occurring in the class, it was difficult for the instructor to jot everything down despite the fact that videotape recording was also conducted. Therefore, in future studies, it is recommended that (an) observer(s) should be hired to perform the observing task to yield a richer and more neutral research results.

As this present study is a one-group pretest-posttest design, which consisted of two sections of students receiving the same treatment, in the future studies, a comparison between two groups receiving different treatments should be carried out to check whether the team-based learning approach has an effect on the students' learning. Moreover, the studies could be conducted specifically with high proficiency students or low proficiency students to check which group is affected by this learning approach the most.

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APPENDIX A

AN EXAMPLE OF LESSON PLANS

Rationale
The lesson plans will be used for guiding the overall class activities throughout the semester. The lesson plans are divided into four main modules, including translation of academic documents, audiovisual documents, documentaries, and novels, each with the same procedure under the team-based learning strategy with professional translators' involvement.

Lesson Plans for Advanced Translation from Thai into English	
Course description	Translation of texts from Thai into English that exemplify concepts in translation, which are translation equivalence, levels of interpretation, and accuracy in translation.
Overall course objective	Upon completion of the course, students will have gained knowledge about translation of academic documents, audiovisual documents, documentaries, and novels, and acquired translator competence, namely communicative, strategic, interpersonal and instrumental competences, and awareness of the translation profession to be ready to join the translation industry after graduation.
Level of students	Fourth-year English major students
Prerequisite courses	Translation from Thai into English
Number of modules	There are four modules as follows: <ol style="list-style-type: none"> 1. Translation of academic documents 2. Translation of audiovisual documents 3. Translation of documentaries 4. Translation of novels
Duration	12 weeks (excluding introduction sessions, midterm and final exam weeks and individual project weeks)

Length of time	Two classes of 1.5 hours each/week (totaling 3 hours per week)	
Course materials	<ol style="list-style-type: none"> 1.Course syllabus 2.Paper/electronic dictionaries 3.Preparatory materials 4.Job description handout 5. Visualizer projector 6.Whiteboard 	
Instructional instruments	<ol style="list-style-type: none"> 1.Lesson plans 2.Readiness assurance tests 3.Answer sheets 4.Work plan form 5.Translation brief form 6.Scoring rubrics 	
Research Instruments	<ol style="list-style-type: none"> 1.Pre-test/Post-test 2.Questionnaire 3.Reflective journal 4.Observation form 5.Interview 6.Portfolio 7.Peer feedback form 	
Measures of achievement for the course	Individual exercise	20%
	Midterm examination	15%
	Final examination	20%
	Individual project	10%
	Class attendance	5%
Measures of achievement for the research study	Team translation	20%
	Readiness assurance test	5%
	Peer feedback	5%

Timeline

Stage	Duration
Course introduction/orientation	Week 1/1
Professional practice workshop: Assigning roles	Week 1/2
Professional practice workshop: Translation assignment and professional roles simulation	Week 2/1
Professional practice workshop: Presenting translation products and giving feedback	Week 2/2
Module 1: Translation of academic documents	Week 3/1 to Week 5/2
- Pre-test and readiness assurance process	Week 3/1
- Application activities: Professional translator's talk and source text analysis	Week 3/2
- Application activities: Team translation (draft 1)	Week 4/1
- Application activities: Team translation (draft 2)	Week 4/2
- Application activities: Team presentation/Peer feedback/Reflective journal	Week 5/1
- Individual exercise (Post-test)	Week 5/2
Module 2: Translation of audiovisual documents	Week 6/1 to Week 8/2
- Pre-test and readiness assurance process	Week 6/1
- Application activities: Professional translator's talk and source text analysis	Week 6/2
- Application activities: Team translation (draft 1)	Week 7/1
- Application activities: Team translation (draft 2)	Week 7/2
- Application activities: Team presentation/Peer feedback/Reflective journal	Week 8/1
- Individual exercise (post-test)/Peer feedback	Week 8/2
Lectures on translation of official documents and individual project assignments	Week 9/1 to week 9/2
Module 3: Translation of documentaries	Week 10/1 to Week 12/2
- Pre-test and readiness assurance process	Week 10/1
- Application activities: Professional translator's talk and source text analysis	Week 10/2
- Application activity: Team translation (draft 1)	Week 11/1
- Application activity: Team translation (draft 2)	Week 11/2
- Application activities: Team presentation/Peer feedback/Reflective journal	Week 12/1
- Individual exercise (Post-test)/Peer feedback	Week 12/2
Module 4: Translation of novels	Week 13/1 to Week 15/2
- Pre-test and readiness assurance process	Week 13/1
- Application activities: Professional translator's talk and source text analysis	Week 13/2
- Application activity: Team translation (draft 1)	Week 14/1
- Application activity: Team translation (draft 2)	Week 14/2
- Application activities: Team presentation/Peer feedback/Reflective journal	Week 15/1
- Individual exercise (Post-test)/Peer feedback	Week 15/2

Lesson Plans for Week 1/ 1 (1.5 hour)

Step	Course introduction/orientation
Objectives	<ul style="list-style-type: none"> - To introduce the course objectives, course schedule and score distribution to the students. - To equip the students with insights into the mechanism of team-based learning.
Course materials	Course syllabus/Visualize projector
Instructional instruments	Scoring rubrics
Research instruments	-

Time (minutes)	Procedures
30	<ul style="list-style-type: none"> - Introduce to the students the course objectives, overall course schedule, score distribution, and some research instruments to be administered in class and to be submitted by the students, such as reflective journals, peer feedback form, and portfolio.
30	<ul style="list-style-type: none"> - Display the word “team-based learning” using a visualizer projector. - Ask the students to brainstorm in groups of 3 students and explain what they think team-based learning is.
20	<ul style="list-style-type: none"> - Explain the elements and steps of team-based learning to the students. - Give a rationale for the use of teamwork in the course.
10	<ul style="list-style-type: none"> - The instructor distributes translation scoring rubrics to the students and provides a brief explanation.

Lesson Plans for Week 1/2 (1.5 hour)

Step	Professional practice workshop
Objectives	<ul style="list-style-type: none"> - Assigning roles - To introduce to the students different professional roles involved in the translation process. - To form permanent teams of students to work in a professional manner throughout the semester.
Course materials	Job description handout/visualizer projector
Instructional instruments	-
Research instruments	Observation form

Time (minutes)	Procedures
10	<ul style="list-style-type: none"> - Ask the students to think about people involved in the translation process and share their ideas in class. - Write the students' answers on the whiteboard. - Check the students' answers and give suggestions whether each of the answers is likely to be relevant to the translation process.
40	<ul style="list-style-type: none"> - Display five roles, including translator, editor, terminologist, document researcher and project manager, using a visualizer projector. - Ask the students to get into groups of 5-6 students and discuss with their peers what each role is and create a working process diagram for the five roles. - Ask each group to present their diagram with a brief explanation.
20	<ul style="list-style-type: none"> - Distribute job description handouts to all the students and explain each role in detail.
10	<ul style="list-style-type: none"> - Student teams were formed based on self-selection.
10	<ul style="list-style-type: none"> - Ask the students to sit with their assigned team. - Distribute a work plan form to each team. - Let the students discuss and select their roles for the professional practice workshop translation assignment and record it in the work plan.

Lesson Plans for Week 2/1 (1.5 hour)

Step	Professional practice workshop <ul style="list-style-type: none"> - Translation assignment and professional roles simulation
Objectives	<ul style="list-style-type: none"> - To familiarize the students with teamwork and professional roles simulation before starting the first translation module.
Course materials	-
Instructional instruments	Translation brief
Research instruments	Observation form

Time (minutes)	Procedures
10	<ul style="list-style-type: none"> - Give a translation brief (translation assignment) to each team - Ask each team to work on the translation task and perform their assigned roles.
70	<ul style="list-style-type: none"> - Each team works on the translation task. - The students contribute to the team based on their

	<p>roles as follows:</p> <p>Translator – performs translation using the resources found by the terminologist and document researcher.</p> <p>Terminologist and document researcher – be ready to assist the translator in terms of finding more vocabulary or references.</p> <p>Editor - be ready to edit the work of the translator.</p> <p>Project manager – ensures that the work is consistent with the translation brief and the whole translation process goes well.</p> <ul style="list-style-type: none"> - The instructor observes the working process and ensures that each team moves toward the right direction. - The instructor provides assistance as necessary.
10	<ul style="list-style-type: none"> - Wrap up the session by asking the students to continue their work after class in case their translation cannot be completed in class and inform them that they still have another half an hour to work on the translation in the following class. - Ask the students to think about problems encountered during their translation process and their solutions.

Lesson Plans for Week 2/2 (1.5 hour)

Step	Professional practice workshop
	<ul style="list-style-type: none"> - Presenting translation products and giving feedback
Objectives	<ul style="list-style-type: none"> - To familiarize the students with discussions both within team and between teams. - To identify teamwork problems before starting the first translation module.
Course materials	Visualizer projector
Instructional instruments	-
Research instruments	Observation form

Time (minutes)	Procedures
30	<ul style="list-style-type: none"> - Students in each team work on their translation assignment and discuss what they are going to present to the class regarding problems encountered during the translation process and solutions.
30	<ul style="list-style-type: none"> - Each team presents their translation products along with problems and solutions.

	<ul style="list-style-type: none"> - After each presentation, the classmates and the instructor give feedback or raise questions concerning the presentation.
15	<ul style="list-style-type: none"> - The instructor asks all of the students to write freely about problems found in their teams. *The feedback received from the students will be used to make adjustment as deemed appropriate (such as changing team members, etc.)
15	<ul style="list-style-type: none"> - The instructor gives a preparatory material for Module 1: Translation of academic documents to the students. - The instructor asks the students to study the materials for tests and discussions in the following class. - The instructor recommends other useful sources to the students.

Lesson Plans for Week 3/1 (1.5 hour)

Step	Module 1 Translation of academic documents Pre-test and readiness assurance process
Objectives	<ul style="list-style-type: none"> - To check the students' linguistic competence prior to team-based learning with professional translators' involvement in the module. - To ensure that the students are well-prepared for the lesson. - To encourage discussions among students in each team to arrive at the right answers.
Course materials	Visualizer projector
Instructional instruments	Answer sheets
Research instruments	Pre-test/individual readiness assurance test (iRAT) and team readiness assurance test (tRAT)/observation form

Time (minutes)	Procedures
15	<ul style="list-style-type: none"> - The students are asked to take an individual multiple-choice test over the preparatory material. - The instructor collects the individual test answer sheets.
25	<ul style="list-style-type: none"> - The students are asked to take a team test over the preparatory material. - The students discuss each test item's answer in their team.
5	<ul style="list-style-type: none"> - The instructor collects the team test answer sheets

	<p>and reveals the answers.</p> <ul style="list-style-type: none"> - The students are allowed to file a written appeal with evidence to the instructor if they do not agree with any of the answers. <p>*The evidence could be a statement in the preparatory materials which shows contradiction to the answer.</p>
45	<ul style="list-style-type: none"> - The students are asked to do a unit pre-test. <p><i>*Please note that the students are allowed to use paper and electronic dictionaries, as well as online resources.</i></p>

Lesson Plans for Week 3/2 (1.5 hour)

Step	Module 1 Translation of academic documents -Application activities: Professional translator's talk and source text analysis
Objectives	<ul style="list-style-type: none"> - To apply the knowledge gained from preparatory materials and from discussions during the team test to translation source text analysis.
Course materials	Whiteboard/visualize projector
Instructional instruments	Translation brief/work plan form
Research instruments	Observation form

Time (minutes)	Procedures
10	<ul style="list-style-type: none"> - The instructor provides clarification as needed on the appeal from the previous class and gives a mini-lecture on problematic issues found in the students' answers on individual and team tests from the previous class.
30	<ul style="list-style-type: none"> - A professional translator talks about his/her experience in the translation industry and some useful tips. - Questions and answers
20	<ul style="list-style-type: none"> - The instructor gives a translation brief (translation assignment with specifications) along with a translation source text to the student. - The instructor asks the students in each team to perform source text analysis based on the techniques stated in the preparatory materials and the translation brief.
15	<ul style="list-style-type: none"> - The students from each team present their answers to the class for comparison.

	<ul style="list-style-type: none"> - The students discuss and justify their answers. - The professional translator observes the class and provides guidance as deemed necessary.
15	<ul style="list-style-type: none"> - The instructor asks the students to assign roles for the upcoming assignment (Project manager, translator, editor, and terminologist/document researcher), record it in the Work Plan Form, and start working on their first draft. <i>*Please note that the roles must be rotated across modules. Each student will have had a chance to assume all the roles by the end of the fourth module.</i> - The professional translator observes the class and provides guidance as deemed necessary.

Lesson Plans for Week 4/1 (1.5 hour)

Step	Module 1 Translation of academic documents Application activities: Team Translation (Draft 1)
Objectives	<ul style="list-style-type: none"> - To promote teamwork. - To create the first draft translation. - To provide the students with scaffolding through participation of a professional translator.
Course materials	-
Instructional instruments	Translation brief
Research instruments	Observation form

Time (minutes)	Procedures
80	<ul style="list-style-type: none"> - Each team continues working on the translation task. - The students contribute to the team based on their roles as follows: Translator – performs translation using the resources found by the terminologist and document researcher. Terminologist and document researcher – be ready to assist the translator in finding more vocabulary or references. Editor - be ready to edit the work of the translator. Project manager – ensures that the work is consistent with the translation brief and the whole translation process goes well.

	- The instructor observes the working process, ensures that each team moves toward the right direction and provides assistance as necessary.
10	- The instructor wraps up the session and asks the students to submit the first draft translation to the professional translator and instructor for feedback.

Lesson Plans for Week 4/2 (1.5 hour)

Step	Module 1 Translation of academic documents Application activities: Team Translation (Draft 2)
Objectives	<ul style="list-style-type: none"> - To promote teamwork. - To create the second draft translation. - To allow time for the students to prepare a presentation on translation products, problems and solutions.
Course materials	-
Instructional instruments	Translation brief
Research instruments	Observation form

Time (minutes)	Procedures
70	<ul style="list-style-type: none"> - Each team creates the second draft (based on the professional translator's feedback and the team's discussion). - The instructor walks around to provide assistance as necessary. <p><i>*Please note that before submitting the second draft, all the team members must have a chance to look through the draft and can give suggestions on further improvement no matter what their assigned roles are.</i></p>
10	<ul style="list-style-type: none"> - The students are asked to prepare the presentation on translation products, problems and solutions for the following class.
10	<ul style="list-style-type: none"> - The instructor wraps up the session by reminding the students of the second draft submission deadline and all the documents to be submitted to the instructor <ul style="list-style-type: none"> • Finished translation product • First draft and its revision • Report of translation problems and solutions • Vocabulary list • Links of resources and references • Work plan form <p><i>*Please note translation assignments grading will be</i></p>

	<i>based on the scoring rubric given to the students earlier and the students' works will be marked by both the professional translator and instructor.</i>
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Lesson Plans for Week 5/1 (1.5 hour)

Step	Module 1 Translation of academic documents - Application activities: Team presentation
Objectives	<ul style="list-style-type: none"> - To promote discussions among students. - To give feedback to each team's work.
Course materials	PowerPoint presentation
Instructional instruments	-
Research instruments	Observation form

Time (minutes)	Procedures
90	<ul style="list-style-type: none"> - Each team makes a presentation on their translated text, along with translation problems and solutions.

Lesson Plans for Week 5/2 (1.5 hour)

Step	Module 1 Translation of academic documents - Individual exercise (post-test) and peer feedback
Objectives	<ul style="list-style-type: none"> - To investigate individual students' communicative competence after being exposed to team-based learning with professional translators' involvement in the module. - To allow opportunities for the students to give feedback on their teammates' contribution to the translation project.
Course materials	-
Instructional instruments	-
Research instruments	Post-test/peer feedback form/reflective journal

Time (minutes)	Procedures
45	<ul style="list-style-type: none"> - The students are asked to do an individual exercise. <i>*Please note that the students are allowed to use paper and electronic dictionaries, as well as online resources.</i>
35	<ul style="list-style-type: none"> - The students are asked to do peer feedback and reflective journal.
10	<ul style="list-style-type: none"> - The instructor wraps up the session.

Lesson Plans for Week 6/1 (1.5 hour)

Step	Module 2 Translation of audiovisual documents Pre-test and readiness assurance process
Objectives	<ul style="list-style-type: none"> - To check the students' communicative competence

	<p>prior to team-based learning with professional translators' involvement in the module.</p> <ul style="list-style-type: none"> - To ensure that the students are well-prepared for the lesson. - To encourage discussions among students in each team to arrive at the right answers.
Course materials	Visualizer projector
Instructional instruments	Answer sheets
Research instruments	Pre-test/individual readiness assurance test (iRAT) and team readiness assurance test (tRAT)/observation form

Time (minutes)	Procedures
15	<ul style="list-style-type: none"> - The students are asked to take an individual multiple-choice test over the preparatory material. - The instructor collects the individual test answer sheets.
25	<ul style="list-style-type: none"> - The students are asked to take a team test over the preparatory material. - The students discuss each test item's answer in their team.
5	<ul style="list-style-type: none"> - The instructor collects the team test answer sheets and reveals the answers. - The students are allowed to file a written appeal with evidence to the instructor if they do not agree with any of the answers. <p>*The evidence could be a statement in the preparatory materials which shows contradiction to the answer.</p>
45	<ul style="list-style-type: none"> - The students are asked to do a unit pre-test. <p><i>*Please note that the students are allowed to use paper and electronic dictionaries, as well as online resources.</i></p>

Lesson Plans for Week 6/2 (1.5 hour)

Step	Module 2 Translation of audiovisual documents - Application activities: Professional translator's talk and source text analysis
Objectives	<ul style="list-style-type: none"> - To apply the knowledge gained from preparatory materials and from discussions during the team test to translation source text analysis.
Course materials	Whiteboard/Visualize projector
Instructional instruments	Translation brief/work plan form
Research instruments	Observation form

Time (minutes)	Procedures
10	<ul style="list-style-type: none"> - The instructor provides clarification as needed on the appeal from the previous class and gives a mini-lecture on problematic issues found in the students' answers on individual and team tests from the previous class.
30	<ul style="list-style-type: none"> - A professional translator talks about his/her experience in the translation industry and some useful tips. - Questions and answers
20	<ul style="list-style-type: none"> - The instructor gives a translation brief (translation assignment with specifications) along with a translation source text to the student. - The instructor asks the students in each team to perform source text analysis based on the techniques stated in the preparatory materials and the translation brief.
15	<ul style="list-style-type: none"> - The students from each team present their answers to the class for comparison. - The students discuss and justify their answers. - The professional translator observes the class and provides guidance as deemed necessary.
15	<ul style="list-style-type: none"> - The instructor asks the students to assign roles for the upcoming assignment (Project manager, translator, editor, and terminologist/document researcher), record it in the Work Plan Form, and start working on their first draft. <p><i>*Please note that the roles must be rotated across modules. Each student will have had a chance to assume all the roles by the end of the fourth module.</i></p> <ul style="list-style-type: none"> - The professional translator observes the class and provides guidance as deemed necessary.

Lesson Plans for Week 7/1 (1.5 hour)

Step	Module 2 Translation of audiovisual documents Application activities: Team Translation (Draft 1)
Objectives	<ul style="list-style-type: none"> - To promote teamwork. - To create the first draft translation. - To provide the students with scaffolding through participation of a professional translator.

Course materials	-
Instructional instruments	Translation brief
Research instruments	Observation form

Time (minutes)	Procedures
30	<ul style="list-style-type: none"> - A professional translator talks about his/her experience in the translation industry and some useful tips. - Questions and answers
50	<ul style="list-style-type: none"> - Each team continues working on the translation task. - The students contribute to the team based on their roles as follows: Translator – performs translation using the resources found by the terminologist and document researcher. Terminologist and document researcher – be ready to assist the translator in finding more vocabulary or references. Editor - be ready to edit the work of the translator. Project manager – ensures that the work is consistent with the translation brief and the whole translation process goes well. - The professional translator walks around or sits with each team to provide assistance as necessary. - The instructor observes the working process, ensures that each team moves toward the right direction and provides assistance as necessary.
10	<ul style="list-style-type: none"> - The instructor wraps up the session and asks the students to submit the first draft translation to the professional translator and instructor for feedback.

Lesson Plans for Week 7/2 (1.5 hour)

Step	Module 2 Translation of audiovisual documents Application activities: Team Translation (Draft 2)
Objectives	<ul style="list-style-type: none"> - To promote teamwork. - To create the second draft translation. - To allow time for the students to prepare a presentation on translation products, problems and solutions.
Course materials	-
Instructional instruments	Translation brief

Research instruments	Observation form
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Time (minutes)	Procedures
70	<ul style="list-style-type: none"> - Each team creates the second draft (based on the professional translator's feedback and the team's discussion). - The instructor walks around to provide assistance as necessary. <p><i>*Please note that before submitting the second draft, all the team members must have a chance to look through the draft and can give suggestions on further improvement no matter what their assigned roles are.</i></p>
10	<ul style="list-style-type: none"> - The students are asked to prepare the presentation on translation products, problems and solutions for the following class.
10	<ul style="list-style-type: none"> - The instructor wraps up the session by reminding the students of the second draft submission deadline and all the documents to be submitted to the instructor <ul style="list-style-type: none"> • Finished translation product • First draft and its revision • Report of translation problems and solutions • Vocabulary list • Links of resources and references • Work plan form <p><i>*Please note translation assignments grading will be based on the scoring rubric given to the students earlier and the students' works will be marked by both the professional translator and instructor.</i></p>

Lesson Plans for Week 8/1 (1.5 hour)

Step	Module 2 Translation of audiovisual documents - Application activities: Team presentation
Objectives	<ul style="list-style-type: none"> - To promote discussions among students. - To give feedback to each team's work.
Course materials	PowerPoint presentation
Instructional instruments	-
Research instruments	Observation form

Time (minutes)	Procedures
90	<ul style="list-style-type: none"> - Each team makes a presentation on their translated text, along with translation problems and solutions.

Lesson Plans for Week 8/2 (1.5 hour)

Step	Module 2 Translation of audiovisual documents - Individual exercise (post-test) and peer feedback
Objectives	<ul style="list-style-type: none"> - To investigate individual students' communicative competence after being exposed to team-based learning with professional translators' involvement. - To allow opportunities for the students to give feedback on their teammates' contribution to the translation project.
Course materials	-
Instructional instruments	-
Research instruments	Post-test/peer feedback form/reflective journal

Time (minutes)	Procedures
45	<ul style="list-style-type: none"> - The students are asked to do an individual exercise. <i>*Please note that the students are allowed to use paper and electronic dictionaries, as well as online resources.</i>
35	<ul style="list-style-type: none"> - The students are asked to do peer feedback and reflective journal.
10	<ul style="list-style-type: none"> - The instructor wraps up the session.

Lesson Plans for Week 9/1 (1.5 hour)

Step	Lectures on translation of official documents
Objectives	<ul style="list-style-type: none"> - To equip the students with the knowledge about translation of official documents. -
Course materials	Visualize projector
Instructional instruments	-
Research instruments	-

Time (minutes)	Procedures
90	-Introduce different kinds of official documents commonly translated in the translation industry, such as those for visa applications and discuss translation norms.

Lesson Plans for Week 9/2 (1.5 hour)

Step	Lectures on translation of official documents and individual project assignment
Objectives	<ul style="list-style-type: none"> - To equip the students with the knowledge about translation of official documents. - Assign an individual project on translation of official documents to be submitted at the end of the semester.
Course materials	Visualize projector
Instructional instruments	-
Research instruments	-

Time (minutes)	Procedures
45	<ul style="list-style-type: none"> - Introduce different kinds of official documents commonly translated in the translation industry, such as those for visa applications and translation norms.
45	<ul style="list-style-type: none"> - Assign an individual project to students and allow time for consultation.

Lesson Plans for Week 10/1 (1.5 hour)

Step	Module 3 Translation of documentaries Pre-test and readiness assurance process
Objectives	<ul style="list-style-type: none"> - To check the students' communicative competence prior to team-based learning with professional translators' involvement in the module. - To ensure that the students are well-prepared for the lesson. - To encourage discussions among students in each team to arrive at the right answers.
Course materials	Visualizer projector
Instructional instruments	Answer sheets
Research instruments	Pre-test/individual readiness assurance test (iRAT) and team readiness assurance test (tRAT)/observation form

Time (minutes)	Procedures
15	<ul style="list-style-type: none"> - The students are asked to take an individual multiple-choice test over the preparatory material. - The instructor collects the individual test answer sheets.
25	<ul style="list-style-type: none"> - The students are asked to take a team test over the preparatory material.

	<ul style="list-style-type: none"> - The students discuss each test item's answer in their team.
5	<ul style="list-style-type: none"> - The instructor collects the team test answer sheets and reveals the answers. - The students are allowed to file a written appeal with evidence to the instructor if they do not agree with any of the answers. <p>*The evidence could be a statement in the preparatory materials which shows contradiction to the answer.</p>
45	<ul style="list-style-type: none"> - The students are asked to do a unit pre-test. <p><i>*Please note that the students are allowed to use paper and electronic dictionaries, as well as online resources.</i></p>

Lesson Plans for Week 10/2 (1.5 hour)

Step	Module 3 Translation of documentaries - Application activities: Professional translator's talk and source text analysis
Objectives	<ul style="list-style-type: none"> - To apply the knowledge gained from preparatory materials and from discussions during the team test to translation source text analysis.
Course materials	Whiteboard/visualizer projector
Instructional instruments	Translation brief/work plan form
Research instruments	Observation form

Time (minutes)	Procedures
10	<ul style="list-style-type: none"> - The instructor provides clarification as needed on the appeal from the previous class and gives a mini-lecture on problematic issues found in the students' answers on individual and team tests from the previous class.
30	<ul style="list-style-type: none"> - A professional translator talks about his/her experience in the translation industry and some useful tips. - Questions and answers
20	<ul style="list-style-type: none"> - The instructor gives a translation brief (translation assignment with specifications) along with a translation source text to the student. - The instructor asks the students in each team to perform source text analysis based on the techniques

	stated in the preparatory materials and the translation brief.
15	<ul style="list-style-type: none"> - The students from each team present their answers to the class for comparison. - The students discuss and justify their answers. - The professional translator observes the class and provides guidance as deemed necessary.
15	<ul style="list-style-type: none"> - The instructor asks the students to assign roles for the upcoming assignment (Project manager, translator, editor, and terminologist/document researcher), record it in the Work Plan Form, and start working on their first draft. <p><i>*Please note that the roles must be rotated across modules. Each student will have had a chance to assume all the roles by the end of the fourth module.</i></p> <ul style="list-style-type: none"> - The professional translator observes the class and provides guidance as deemed necessary.

Lesson Plans for Week 11/1 (1.5 hour)

Step	Module 3 Translation of documentaries Application activities: Team Translation (Draft 1)
Objectives	<ul style="list-style-type: none"> - To promote teamwork. - To create the first draft translation. - To provide the students with scaffolding through participation of a professional translator.
Course materials	-
Instructional instruments	Translation brief
Research instruments	Observation form

Time (minutes)	Procedures
30	<ul style="list-style-type: none"> - A professional translator talks about his/her experience in the translation industry and some useful tips. - Questions and answers
50	<ul style="list-style-type: none"> - Each team continues working on the translation task. - The students contribute to the team based on their roles as follows: Translator – performs translation using the resources found by the terminologist and document researcher.

	<p>Terminologist and document researcher – be ready to assist the translator in finding more vocabulary or references.</p> <p>Editor - be ready to edit the work of the translator.</p> <p>Project manager – ensures that the work is consistent with the translation brief and the whole translation process goes well.</p> <ul style="list-style-type: none"> - The professional translator walks around or sits with each team to provide assistance as necessary. - The instructor observes the working process, ensures that each team moves toward the right direction and provides assistance as necessary.
10	<ul style="list-style-type: none"> - The instructor wraps up the session and asks the students to submit the first draft translation to the professional translator and instructor for feedback.

Lesson Plans for Week 11/2 (1.5 hour)

Step	Module 3 Translation of documentaries Application activities: Team Translation (Draft 2)
Objectives	<ul style="list-style-type: none"> - To promote teamwork. - To create the second draft translation. - To allow time for the students to prepare a presentation on translation products, problems and solutions.
Course materials	-
Instructional instruments	Translation brief
Research instruments	Observation form

Time (minutes)	Procedures
70	<ul style="list-style-type: none"> - Each team creates the second draft (based on the professional translator's feedback and the team's discussion). - The instructor walks around to provide assistance as necessary. <p><i>*Please note that before submitting the second draft, all the team members must have a chance to look through the draft and can give suggestions on further improvement no matter what their assigned roles are.</i></p>
10	<ul style="list-style-type: none"> - The students are asked to prepare the presentation on translation products, problems and solutions for the following class.

10	<ul style="list-style-type: none"> - The instructor wraps up the session by reminding the students of the second draft submission deadline and all the documents to be submitted to the instructor <ul style="list-style-type: none"> • Finished translation product • First draft and its revision • Report of translation problems and solutions • Vocabulary list • Links of resources and references • Work plan form <p><i>*Please note translation assignments grading will be based on the scoring rubric given to the students earlier and the students' works will be marked by both the professional translator and instructor.</i></p>
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Lesson Plans for Week 12/1 (1.5 hour)

Step	Module 3 Translation of documentaries - Application activities: Team presentation
Objectives	<ul style="list-style-type: none"> - To promote discussions among students. - To give feedback to each team's work.
Course materials	PowerPoint presentation
Instructional instruments	-
Research instruments	Observation form

Time (minutes)	Procedures
90	<ul style="list-style-type: none"> - Each team makes a presentation on their translated text, along with translation problems and solutions.

Lesson Plans for Week 12/2 (1.5 hour)

Step	Module 3 Translation of documentaries - Individual exercise (post-test) and peer feedback
Objectives	<ul style="list-style-type: none"> - To investigate individual students' communicative competence after being exposed to team-based learning with professional translators' involvement. - To allow opportunities for the students to give feedback on their teammates' contribution to the translation project.
Course materials	-
Instructional instruments	-
Research instruments	Post-test/peer feedback form/reflective journal

Time (minutes)	Procedures
45	<ul style="list-style-type: none"> - The students are asked to do an individual exercise. <i>*Please note that the students are allowed to use paper and electronic dictionaries, as well as online resources.</i>
35	<ul style="list-style-type: none"> - The students are asked to do peer feedback and reflective journal.
10	<ul style="list-style-type: none"> - The instructor wraps up the session.

Lesson Plans for Week 13/1 (1.5 hour)

Step	Module 4 Translation of novels Pre-test and readiness assurance process
Objectives	<ul style="list-style-type: none"> - To check the students' communicative competence prior to team-based learning with professional translators' involvement in the module. - To ensure that the students are well-prepared for the lesson. - To encourage discussions among students in each team to arrive at the right answers.
Course materials	Visualizer projector
Instructional instruments	Answer sheets
Research instruments	Pre-test/individual readiness assurance test (iRAT) and team readiness assurance test (tRAT)/observation form

Time (minutes)	Procedures
15	<ul style="list-style-type: none"> - The students are asked to take an individual multiple-choice test over the preparatory material. - The instructor collects the individual test answer sheets.
25	<ul style="list-style-type: none"> - The students are asked to take a team test over the preparatory material. - The students discuss each test item's answer in their team.
5	<ul style="list-style-type: none"> - The instructor collects the team test answer sheets and reveals the answers. - The students are allowed to file a written appeal with evidence to the instructor if they do not agree with any of the answers. <i>*The evidence could be a statement in the preparatory materials which shows contradiction to the answer.</i>

45	<ul style="list-style-type: none"> - The students are asked to do a unit pre-test. <i>*Please note that the students are allowed to use paper and electronic dictionaries, as well as online resources.</i>
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Lesson Plans for Week 13/2 (1.5 hour)

Step	Module 4 Translation of novels - Application activities: Professional translator's talk and source text analysis
Objectives	<ul style="list-style-type: none"> - To apply the knowledge gained from preparatory materials and from discussions during the team test to translation source text analysis.
Course materials	Whiteboard/visualizer projector
Instructional instruments	Translation brief/work plan form
Research instruments	Observation form

Time (minutes)	Procedures
10	<ul style="list-style-type: none"> - The instructor provides clarification as needed on the appeal from the previous class and gives a mini-lecture on problematic issues found in the students' answers on individual and team tests from the previous class.
30	<ul style="list-style-type: none"> - A professional translator talks about his/her experience in the translation industry and some useful tips. - Questions and answers
20	<ul style="list-style-type: none"> - The instructor gives a translation brief (translation assignment with specifications) along with a translation source text to the student. - The instructor asks the students in each team to perform source text analysis based on the techniques stated in the preparatory materials and the translation brief.
15	<ul style="list-style-type: none"> - The students from each team present their answers to the class for comparison. - The students discuss and justify their answers. - The professional translator observes the class and provides guidance as deemed necessary.
15	<ul style="list-style-type: none"> - The instructor asks the students to assign roles for the upcoming assignment (Project manager, translator, editor, and terminologist/document researcher), record it in the Work Plan Form, and

	<p>start working on their first draft.</p> <p><i>*Please note that the roles must be rotated across modules. Each student will have had a chance to assume all the roles by the end of the fourth module.</i></p> <ul style="list-style-type: none"> - The professional translator observes the class and provides guidance as deemed necessary.
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Lesson Plans for Week 14/1 (1.5 hour)

Step	Module 4 Translation of novels Application activities: Team Translation (Draft 1)
Objectives	<ul style="list-style-type: none"> - To promote teamwork. - To create the first draft translation. - To provide the students with scaffolding through participation of a professional translator.
Course materials	-
Instructional instruments	Translation brief
Research instruments	Observation form

Time (minutes)	Procedures
30	<ul style="list-style-type: none"> - A professional translator talks about his/her experience in the translation industry and some useful tips. - Questions and answers
50	<ul style="list-style-type: none"> - Each team continues working on the translation task. - The students contribute to the team based on their roles as follows: Translator – performs translation using the resources found by the terminologist and document researcher. Terminologist and document researcher – be ready to assist the translator in finding more vocabulary or references. Editor - be ready to edit the work of the translator. Project manager – ensures that the work is consistent with the translation brief and the whole translation process goes well. - The professional translator walks around or sits with each team to provide assistance as necessary. - The instructor observes the working process, ensures that each team moves toward the right

	direction and provides assistance as necessary.
10	- The instructor wraps up the session and asks the students to submit the first draft translation to the professional translator and instructor for feedback.

Lesson Plans for Week 14/2 (1.5 hour)

Step	Module 4 Translation of novels Application activities: Team Translation (Draft 2)
Objectives	<ul style="list-style-type: none"> - To promote teamwork. - To create the second draft translation. - To allow time for the students to prepare a presentation on translation products, problems and solutions.
Course materials	-
Instructional instruments	Translation brief
Research instruments	Observation form

Time (minutes)	Procedures
70	<ul style="list-style-type: none"> - Each team creates the second draft (based on the professional translator's feedback and the team's discussion). - The instructor walks around to provide assistance as necessary. <p><i>*Please note that before submitting the second draft, all the team members must have a chance to look through the draft and can give suggestions on further improvement no matter what their assigned roles are.</i></p>
10	<ul style="list-style-type: none"> - The students are asked to prepare the presentation on translation products, problems and solutions for the following class.
10	<ul style="list-style-type: none"> - The instructor wraps up the session by reminding the students of the second draft submission deadline and all the documents to be submitted to the instructor <ul style="list-style-type: none"> • Finished translation product • First draft and its revision • Report of translation problems and solutions • Vocabulary list • Links of resources and references • Work plan form <p><i>*Please note translation assignments grading will be based on the scoring rubric given to the students earlier and the students' works will be marked by both the professional translator and instructor.</i></p>

Lesson Plans for Week 15/1 (1.5 hour)

Step	Module 4 Translation of novels - Application activities: Team presentation
Objectives	<ul style="list-style-type: none"> - To promote discussions among students. - To give feedback to each team's work.
Course materials	PowerPoint presentation
Instructional instruments	-
Research instruments	Observation form

Time (minutes)	Procedures
90	<ul style="list-style-type: none"> - Each team makes a presentation on their translated text, along with translation problems and solutions.

Lesson Plans for Week 15/2 (1.5 hour)

Step	Module 4 Translation of novels - Individual exercise (post-test) and peer feedback
Objectives	<ul style="list-style-type: none"> - To investigate individual students' communicative competences after being exposed to team-based learning with professional translators' involvement. - To allow opportunities for the students to give feedback on their teammates' contribution to the translation project.
Course materials	-
Instructional instruments	-
Research instruments	Post-test/peer feedback form/reflective journal/questionnaire

Time (minutes)	Procedures
45	<ul style="list-style-type: none"> - The students are asked to do an individual exercise. <i>*Please note that the students are allowed to use paper and electronic dictionaries, as well as online resources.</i>
35	<ul style="list-style-type: none"> - The students are asked to do peer feedback, reflective journal and questionnaire.
10	<ul style="list-style-type: none"> - The instructor wraps up the session.

**Please note that interviews will be conducted after the course with some purposively selected students based on the instructor's observation, the students' comments in the reflective journals, as well as pre-test and post-test scores.*

APPENDIX B
A VALIDATION FORM FOR LESSON PLANS

Directions: Please put a tick in the box to show how you think about the following statements.

Item	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1. The objectives of the lesson plans are appropriate.			
2. The instructional procedures in the lesson plans are appropriate.			
3. The sequences of activities in each module are appropriate			
4. Time allowed for each activities is appropriate.			
5. The instructional materials used in the lesson plans are appropriate.			
6. The lesson plans include all essential elements.			
7. The language used in the lesson plans is clear.			
Suggestions			

APPENDIX C

AN EXAMPLE OF PREPARATORY MATERIALS

Translation of academic documents

Definition of abstract

Abstracts must include sufficient information about the nature and significance of the topic, the adequacy of the investigative strategy, the nature of the results, and the conclusions. The abstract should summarize the substantive results of the work and not merely list topics to be discussed.

Abstract Content

- An abstract is an outline/brief summary of the research paper and the whole project.
- It should have an intro, body and conclusion.
- It highlights major points of the content and answers why this work is important, what was your purpose, how you went about your project, what you learned, and what you concluded.
- It is a well-developed paragraph and should be exact in wording.
- It must be understandable to a wide audience.
- Do not include any charts, tables, figures, or spreadsheets in the abstract body.

What information should an abstract contain?

An abstract should:

- State the objectives and scope of the investigation or activity.
- Describe the methods used, approaches taken etc, range of operation.
- Summarize the results or findings.
- State the principal conclusions.

If you consider what an abstract should contain, you will note that the content mirrors closely the elements that comprise the traditional research paper, namely:

- Introduction - catching the reader's interest: emphasis, short, clarity, background, objectives of present work. The introduction links to the conclusion.

- Materials and methods - not just for scientific investigations but what inputs were required (staff, resources), what approaches did you take?
- Results or findings - present relevant observations and data gathered in the course of the work or activity; describe the results in a logical and chronological order.
- Discussion - discuss the results, assess meaning, implications, highlight significance. Be certain to get the message over but do not restate the results.
- Conclusions - summarize what has been done so the reader is left in no doubt as to what you did.

Structure and style

Structure - the physicality of an abstract

What do we look for in an abstract? How does it look?

- Choose a specific and detailed title - this 'sets the scene'
- An abstract should be short, not more than five per cent of the length of the final paper, or 250 words whichever is the smaller.
- Usually a single, well-developed paragraph, comprising probably three to four sentences at most.
- Consider the use of keywords embedded within the abstract to assist in electronic information retrieval, i.e. help it be googled?
- Do not include references, figures, tables or citations.

Style - writing an abstract

Good writing style involves:

- Writing concisely in normal rather than abbreviated English.
- Avoiding unnecessary contractions.
- Making specific rather than general statements.

A Simple abstract structure

A short abstract can be a single paragraph. Or you can divide your abstract into short paragraphs:

First paragraph: state what the thesis is about, give a simple statement of aims and methods

Second paragraph: explain the structure of the thesis and say something about the content

Third paragraph: give a concluding statement, including a short summary of the results

Abstract and thesis titles and headings

Abstract and thesis titles should be kept as short and sweet as possible and be to the point.

There are simple rules for the use of capital letters in titles, headings and subheadings in English, including abstract and thesis titles. These are:

- headings and sub-headings should not end with full stops
- do not place headings and sub-headings within quotation marks
- first and last word should always be capitalized
- do not capitalize articles (the, a, an), prepositions (to, from, with, over, etc.), or coordinating conjunctions (and, for, or, nor, etc.)
- do capitalize nouns, verbs (even short ones like Is), adverbs, adjectives, subordinating conjunctions (Although, Because, Due to, etc.) and pronouns (He, Their, etc.)

Examples thesis headings:

The Use of Abstracts in International Contexts: A Comparative Study

Personnel Management in European IT Companies, with Particular Reference to McElroy Ltd, Dublin

The Development of Glass Fibre Technologies at Bond AG, Munich

Abstract Language

Introduction (usually in present, could also be in present perfect or simple past tense):

The purpose of this study is to investigate the effects of ... on ...

The goals of this study are to determine ...

The primary purpose of this study is to determine ...

This study is specifically concerned with the effect of ... on ... This study is an initial attempt to investigate the relationship ...

This study has two major purposes: (1) to investigate ... (2) to demonstrate ...

The aim of this study is to identify the characteristics of ...

The major objective of this study is to ...

The aim/topic/goal of the present paper is to ...

This thesis discusses/describes/analyses/studies/focuses on/deals with ...

This study/experiment/research/survey was aimed at developing/improving/testing ...

The project was designed to ...

Materials and Methods (in past tense):

This study was conducted in North Karelia / at North Karelia Polytechnic.

The empirical part of this study was conducted in May 2000.

Data for this study/research were collected/gathered/obtained from/by/through/with the help of/among ... The subjects of this study were ...

The subjects were randomly selected.

The sample was selected from ...

Twenty companies served as subjects in a study designed to investigate ...

Six groups, each consisting of ..., were formed to ...

Twenty companies were selected for this investigation.

Using local and national data, this study was designed to investigate.

This questionnaire investigated how companies view their ...

A questionnaire was distributed/mailed/sent to ...

Respondents filled in a form/indicated their preferences/rated each item.

Responses were made on a 5-point Likert scale ranging from ... to ...

The response rate was ...

All 59 subjects participated in the study.

Interviews were conducted by/with ...

The interviews were recorded on audiotape.

Conclusions (in simple present or past tense):

These results suggest that ...

The results show that/reveal ...

It was concluded that ...

This study/survey shows/supports/questions/implies/indicates ...

On the basis of the results of this research, it can be concluded that ...

The results provide some support for ...(ing)...

The results did not support the expectations that ...

These data support the view that ...

Further vocabulary

1. Verbs: show, demonstrate, illustrate, prove, argue, examine, explore, look into, consider, deal with, address, involve, relate to, refer to, draw on, explain, investigate, highlight, outline, provide an overview of, define, distinguish between, indicate, support, reveal, suggest, conclude, recommend

2. Nouns: intention, purpose, aim, objective, thesis, argument, issue, assumptions, methods, premises, results, conclusions, outcome, recommendations

3. Connecting words: however, first, second, then, finally, thus, for example, furthermore, in addition, in conclusion, by contrast, nonetheless, consequently, etc.

Sample abstracts 1

The aim of this thesis is to investigate and identify the present status of abstract writing in English for bachelor's and master's theses at the UAS Wildau, and to make recommendations for students who are required to produce abstracts in English. In the first part, results of a short empirical survey of the university faculties and degree

programs are presented. These show that there is growing demand for student abstracts in English, but at present students receive very little guidance in this matter. The thesis then identifies the uses of an English abstract, and further outlines the structure of an abstract. In a detailed central section the thesis provides students with useful practical tips on the language of abstracts, including rules for creating headings and titles, and giving lists of phrases and vocabulary that are commonly used in abstracts. Here, the thesis draws on a number of sources from other universities and books on academic writing in English. In conclusion, the thesis argues that abstract writing in English is essential but that students should not be expected to be able to write good abstracts without assistance. This thesis hopes to offer all UAS Wildau students useful tips on writing abstracts in English, and thus make a small contribution to improving the general standard of bachelor's and master's theses.

Sample abstracts 2

The aim of this thesis is to test the use of NonoXYZ technologies in ascertaining the existence of cheese on the moon. NonoXYZ technologies have been successfully used to test the existence of water in Wildau, but to date no further applications are known. For this reason the author decided to test further applications, with the aim of describing the technology's suitability for further development. This thesis first examines the testing procedures for the water in Wildau experiment, and presents the results. In a second stage several adaptations to NonoXYZ for the testing of the existence of cheese on the moon are undertaken. Finally the technology is applied to the question of cheese on the moon, within a six-week testing phase. At the end of each week the testing apparatus is fine tuned, and experiment results are charted every twenty-four hours. The results of the experiment show that NonoXYZ technologies are well suited to ascertaining the presence of water in Wildau, but were unable to be sufficiently modified for the purpose of ascertaining the existence of cheese on the moon. The author recommends further modification to the technology before any other uses are considered.

Adapted from

https://www.th-wildau.de/fileadmin/dokumente/studiengaenge/europaeisches_management/dokumente/Dokumente_EM_Ba/Abstracts_in_English.pdf

Translation of documentaries

What's a Documentary Film?

Documentary Films strictly speaking, are non-fictional, "slice of life" factual works of art - and sometimes known as *cinema verite*. For many years, as films became more narrative-based, documentaries branched out and took many forms since their early beginnings - some of which have been termed propagandistic or non-objective.

Documentary films have comprised a very broad and diverse category of films. Examples of documentary forms include the following:

Types of Documentaries	Examples or Types
'Biographical' films about a living or dead person	Stephen Hawking - A Brief History of Time (1992) Robert Crumb - Crumb (1994) Muhammad Ali - When We Were Kings (1996) Glenn Gould - Genius Within: The Inner Life of Glenn Gould (2009) John Lennon - Nowhere Boy (2009)
A well-known historical event	Night and Fog (1955, Fr.) - The Holocaust Shoah (1985) - The Holocaust WACO: A New Revelation (1999) The Endurance (2000, UK) - Shackleton's expedition to the Antarctic
A concert or rock festival (aka Rockumentary)	Don't Look Back (1967) - Bob Dylan Monterey Pop (1968) - Monterey Gimme Shelter (1970) - Rolling Stones, Altamont Woodstock (1970) Ziggy Stardust and the Spiders from Mars (1973) - David Bowie The Song Remains the Same (1976) - Led Zeppelin The Last Waltz (1978) - The Band Stop Making Sense (1984) - Talking Heads Madonna: Truth or Dare (1991) - Madonna
A comedy show	Richard Pryor or Eddie Murphy shows
A live performance	Buena Vista Social Club (1998) - Cuban musicians Cirque du Soleil-Journey of Man (2000)
A sociological or ethnographic examination following the lives of individuals over a period of time	Michael Apted's series of films: 28 Up (1984) , 35 Up (1992) and 42 Up (1999) Steve James' Hoop Dreams (1994)

An expose including interviews	An Inconvenient Truth (2006) Michael Moore's social concerns films: Roger & Me (1989) Bowling for Columbine (2002) Fahrenheit 9/11 (2004) Sicko (2007) Where to Invade Next (2015)
A sports documentary	The Endless Summer (1966) - Surfing Hank Aaron: Chasing the Dream (1995) To the Limit (1989), Extreme (1999) - Extreme Sports
A compilation film of collected footage from government sources	Why We Fight (1943) , Frank Capra's WWII series
An examination of a specific subject area	Historical Surveys (e.g., Ken Burns): The Civil War, Jazz, Baseball, or World War II
Nature- or Science-related themes (Ethnographic, Natural History or Wildlife Films)	Nanook of the North (1922) Walt Disney's The Living Desert (1953), The Vanishing Prairie (1954) Microcosmos (1996) Winged Migration (2001, Fr.) March of the Penguins (2005)
A 'Making of' Film (or "Behind the Scenes")	Burden of Dreams (1982) - about the making of <i>Fitzcarraldo (1982)</i> Hearts of Darkness: A Filmmaker's Apocalypse (1991) - about the making of <i>Apocalypse Now (1979)</i>
A 'Shock' Travelogue	Mondo Cane (1962)
Mockumentary (or Docu-Comedy)	Zelig (1983) This is Spinal Tap (1984) Man Bites Dog (1992, Belg.) Best in Show (2000) Borat: Cultural Learnings of America for Make Benefit Glorious Nation of Kazakhstan (2006)
Pseudo-Documentary	Citizen Kane (1941) - The "newsreel" on Kane JFK (1991) - Mixing fact and fiction

What's the Difference between Documentary and Feature Film

Feature films and documentaries are part of the living history of filmmaking; they grow, mature and change with time. The difference between documentary and feature film can be giant or small.

Both bring forth unique visions of our world, our cultures, our lives and loves. There's more than one difference between documentary and feature film. They each have distinct differences in style, content and audience, even as the lines between them often blur.

1. Escape vs. Reality

In general, the main reason feature films get made is to entertain the audience; to give people an escape. Documentaries are meant to inform; to confront people with reality: and sometimes to promote a point of view.

Documentary makers certainly want to engage and captivate their audience, and some feature films can be very informative, but a key difference between the documentary and feature film is in the filmmaker's motivation.

2. Fact or Fiction

Feature films are mostly fiction, sometimes total fantasy. Some may be based on real events or people, but the director and screenwriter will be adding drama and impact with their creative license. Genres include comedy and musical, action and western, romance, crime, horror and science fiction, among others.

Documentaries are non-fiction films. Directors and writers help structure the film, rather than creating characters or taking liberties with the facts of the story. Documentaries can take on social, political and economic issues, or profile a person, place or thing.

3. Format

Feature films take care in introducing complex characters and spinning an intricate storyline over a running time up to three hours. There's an ebb and flow to the action, with carefully timed and structured mini-climaxes and dramatic highlights. The scripted story, characters and actions all are pointed in the same direction, leading the viewer through events with a sense of beginning, middle, dramatic climax and end.

In documentaries, often the action leads the way. People don't have scripted words to say or scenes to enact; handheld cameras might be the only way to follow the story. Even the director doesn't always know what happens next. Documentary makers often say that discovery and surprise is a big part of their job.

4. Production Costs

Documentaries are usually less expensive to make than feature films, with less elaborate production frills. Documentaries can cost only a few thousand dollars, with small crews, single camera set-ups and few if any paid talent. The result is often raw, unpolished but effective nevertheless.

Feature films can cost millions, even hundreds of millions of dollars, thanks to top stars with top salaries, directors and scriptwriters, music scores, exotic locations and costumes. A top feature film often has its “money on the screen” with lush cinematography, gorgeous actors and actresses, big bang special effects with large and talented production teams in the background.

Of course, big-name actors sometimes do participate in documentary-making, often with a reduced fee and a strong belief in the project. And some low budget or “indie” feature films turn out to be huge successes.

In fact, documentaries have become big box office, with serious Academy Award weight sitting with them. Often very entertaining, they can be as controversial nowadays as the subjects they cover.

And some feature films today are taking on very serious topics, with some post-911 war-themed movies seeming more real than the stories they relate. The difference between documentary and feature film can be obvious or subtle.

WHAT MAKES A GOOD DOCUMENTARY FILM?

FINDING THE STORY, ASSEMBLING THE TEAM, FILMING AND EDITING

What Will Move a Documentary Film to the Ranks of Greatness

What makes a good documentary film? The essential element of a good documentary is simply, the story. The audience must have an intellectual and emotional tie to the film. The audience must have a “pull” to get to the end of the film, not an excuse to get away from it.

The story must be found and that is not always easy. It’s the single component that the film hinges upon. Once the story is identified, the filmmaker has to compose it accurately. It’s not as easy as it sounds.

Here are some components of a good documentary film.

- The people who wield the power, influence and information are identified and become a part of the film. The filmmaker must remain impartial and be open minded enough to present all sides of the story.
- A well edited film allows for a more unprejudiced approach. Each person or subject that is identified brings a unique focus to the film and requires a voice that is impartially heard.
- A good documentary raises more questions than answers. There is a myth that a good documentary film serves as proof or the ultimate explanation of something. Even if audience members are left pondering at the end of the film credits, that can be an excellent outcome.
- Film tells the truth even though the people in documentaries do not always do so. It is not necessary that they are publically called out during the film. Good documentaries can contrast content from many sources. The viewer serves as the juror. In well made documentaries the camera is the great truth teller. The viewer is able to easily figure out who is telling the truth. And in serving as a juror the viewer is often spellbound to the screen.

Once the story, structure and interviews are set the filmmaking process must be considered. The technical qualities of a film can move it from the great to the forgettable ranks.

There are a variety of elements which are required among the documentaries of greatness.

- The filmmaker will need to have high quality technical equipment which includes microphones, video camera, and editing equipment. Professional technicians are the best bet if a true film of quality is the desired outcome.
- Live action shots are imperative to a good documentary. It shows scenes as they are actually happening in real time. These shots will serve as evidence of truth or deceit for the film's viewers.
- Still shots serve as filler between scenes. They are important to good documentaries because they do serve as credible transitions between live action and interviews. They are never to be considered "fluff" filler but should be relevant people, information or places.
- The soundtrack or music is very important. It sets the tone for a good documentary. The right music must be chosen and then edited by musical editor. This moves the documentary film one step closer to greatness.

Finding the story, assembling the team, filming and editing are all part of the process that makes a documentary successful. The devil can be in the details, so along the way these questions should always be asked, “Are we still pulling on the viewer?” “Are they still sitting in their seats spellbound?” If the questions can be answered with a yes; the documentary film is well on its way to excellence.

Adapted from <http://www.filmsite.org/docfilms.html>



APPENDIX D

A VALIDATION FORM FOR PREPARATORY MATERIALS

Directions: Please put a tick in the box to show how you think about the following statements.

Item	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1. The preparatory material is useful for the translation task of the module.			
2. The preparatory has appropriate length.			
3. The preparatory has appropriate level of difficulty.			
Suggestions			

APPENDIX E

Readiness Assurance Test (Audiovisual Translation)

Directions: Choose the best answers. Write the answers on a separate answer sheet provided.

1. Which of the following is NOT a professional role involved in the subtitling process?
 a. shooter b. translator c. spotter d. adaptor

2. "To fit the rough translation into the subtitle lines, searching for shorter synonyms and altering syntactical structures without sacrificing the meaning of the original, although in some cases they might have no knowledge of the source language" refers to which of the following roles?
 a. shooter b. subtitler c. spotter d. adaptor

3. Which of the following is NOT true?
 a. It is suggested that the translation and subtitling functions should be combined in one person.
 b. For a client who needs a film or programme to be subtitled into several languages, it is better to send the product to several smaller companies that can translate into a few languages than to a single company that can translate into various languages.
 c. The use of templates no longer allows the subtitler to decide about timing.
 d. More time is allowed for subtitling films to be broadcast on TV than for the DVD industry.

4. According to the article, what is the best subtitle?
 a. the one where all the source text messages are kept. b. the one the viewer reads unknowingly
 c. the one that reflects the source text culture. d. the one with the highest views from the audience

5. What is the best definition of "marked speech"?
 a. speech characterized by non-standard language features, and may have more or less specific connotations.
 b. speech with variations in linguistic features determined by topic, subject matter or activity.
 c. speech with a variety of language associated with subsets of users in a geographical area.
 d. the manner of expression in speaking

6. Which of the following is NOT mentioned in the article as the element which can mark speech?
 a. style b. form c. register d. dialects

7. According to the article, in which case should taboo words and swearwords be translated?
 a. to respond to the client's request.
 b. to intensify the audience's feelings.
 c. to fill the available screen space.
 d. to fulfill a thematic function in a film.

8. From the following translation, what strategy is used?
 Who stole all your jewellery and sold it on E-Bay? → [Who stole your jewellery and sold it on Internet?]
 a. calque b. explicitation c. substitution d. compensation

9. From the following translation, what strategy is used?
 Hey Travis, have you got change for a nickel? → [Hey, Travis. You have change for five cents?]
 a. calque b. explicitation c. transposition d. compensation

10. From the following translation, what strategy is used?
 A: Does he know you're a policeman? → [Does he know you're a policeman?]
 B: My name is Frost, Superintendent [My name is Frost]
 a. omission b. calque c. substitution d. compensation

Readiness Assurance Test (Translation of documentaries)

Directions: Choose the best answers. Write the answers on a separate answer sheet provided.

1. Which of the following is least likely the purpose of “documentary”?
 a. to entertain b. to inform c. to promote a point of view d. to show reality
2. Which of the following is NOT a characteristic of “documentary”?
 a. People don’t have scripted words to say.
 b. The characters involved are not complex.
 c. It tells the truth.
 d. The production cost is not as high as that of a feature film.
3. What does NOT make a good documentary?
 a. It includes live action shots.
 b. It lets the cameras tell the truth.
 c. It raises more answers than questions.
 d. It has an interesting storyline.
4. Which of the following plays a remarkable role in audiovisual documentaries?
 a. voice-over b. dubbing c. subtitling d. interview
5. Which of the following is not categorized as a documentary?
 a. a comedy show b. a feature film c. a concert d. a live performance
6. “Adapting the length of the text, synchronizing text and body language, synchronizing text and visuals, and rephrasing the language to create a comprehensible discourse which retains the register” refers to which of the following transfer modes?
 a. voice-over b. off-screen dubbing c. subtitling d. interview
7. Which of the following is NOT true about audiovisual documentary translation?
 a. We should not omit translation of a term if it refers to an object shown on screen.
 b. To clarify points, the translator should add explanatory footnote to the translation.
 c. Different transfer modes result in different strategies used for translation.
 d. The language of documentaries can be formal and informal.
8. Which of the following is True?
 a. In fiction films, mistakes in character speeches should be adjusted in translation to be more accurate.
 b. In off-screen dubbing, there are more constraints than voice over in terms of language register because it is used for narrators, which tend towards informality.
 c. In voice-over, when the interviewee does not speak good English and makes mistakes, it should be corrected in the translated version.
 d. None of the above is true.
9. What is TRUE about translation of cultural-specific items in documentaries?
 a. Equivalent terms in the target language must always be found.
 b. The translator should add images to facilitate understanding.
 c. The translator should omit the translation of some items to facilitate smooth reading.
 d. Exoticism or foreign words can be kept to a certain level.
10. From the article, which translation problem is NOT mentioned?
 a. translation of pronouns b. translation of proper nouns
 c. difficulty in finding equivalent terms d. different transfer modes

APPENDIX F

A VALIDATION FORM FOR A READINESS ASSURANCE TEST

Directions: Please put a tick in the box to show how you think about the following statements.

Item	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1. The readiness assurance test reflected the important points of the preparatory material.			
2. The readiness assurance test was useful for carrying out the translation task.			
3. The readiness assurance test items were clear.			
4. The sequence of the readiness assurance test was appropriate.			
Suggestions			

APPENDIX G
AN EXAMPLE OF A WORK PLAN FORM

Work Plan Form	
Module	_____
Project manager	
<i>Name</i>	_____
<i>Major responsibilities</i>	_____
<i>Due date</i>	_____
<i>Evidence</i>	_____
Translator	
<i>Name</i>	_____
<i>Major responsibilities</i>	_____
<i>Due date</i>	_____
<i>Evidence</i>	_____
Editor	
<i>Name</i>	_____
<i>Major responsibilities</i>	_____
<i>Due date</i>	_____
<i>Evidence</i>	_____
Terminologist	
<i>Name</i>	_____
<i>Major responsibilities</i>	_____
<i>Due date</i>	_____
<i>Evidence</i>	_____
Document researcher	
<i>Name</i>	_____
<i>Major responsibilities</i>	_____
<i>Due date</i>	_____
<i>Evidence</i>	_____

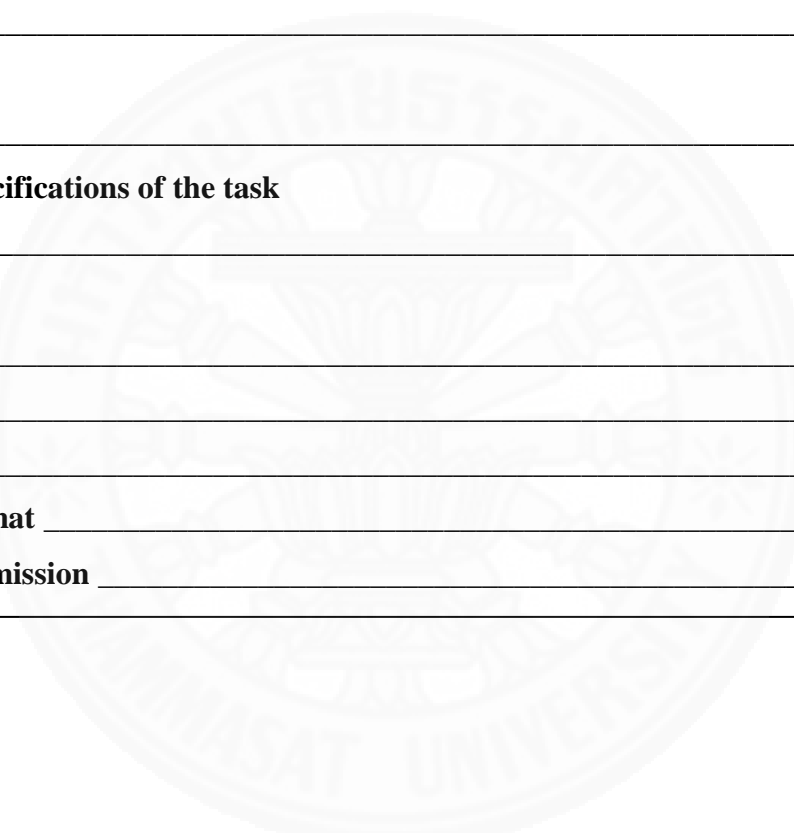
APPENDIX H
A VALIDATION FORM FOR A WORK PLAN FORM

Directions: Please put a tick in the box to show how you think about the following statements.

Item	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1. The work plan form contains necessary elements for the students' planning activities.			
2. The format of the work plan form is appropriate.			
3. The language is clear.			
Suggestions			

APPENDIX I
AN EXAMPLE OF A TRANSLATION BRIEF

Translation Brief	
Module	_____
Directions	_____ _____
Specifications of the task	_____ _____ _____ _____
Format	_____
Submission	_____



APPENDIX J

A VALIDATION FORM FOR A TRANSLATION BRIEF

Directions: Please put a tick in the box to show how you think about the following statements.

Item	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1. The translation brief form contains necessary elements for the task assignment.			
2. The format of the translation brief form is appropriate.			
3. The language is clear.			
Suggestions			

APPENDIX K

AN EXAMPLE OF A TEAM TRANSLATION SOURCE TEXT

Translation of Documentaries

Moderator

//ความไม่เท่าเทียมที่มีผลต่อการพัฒนามากที่สุด //ก็คือโอกาส// และการขาดโอกาส //ที่มีผลต่อประสิทธิภาพในงานพัฒนามากที่สุด//ก็คือการขาดการศึกษา //ในประเทศไทยเรา // มีพลเมืองในกลุ่มนี้จำนวนมากมายเหลือเกิน //และมีเหตุที่ต้องทำให้ขาดโอกาสทางการศึกษา// หลากหลายสาเหตุด้วยเช่นเดียวกัน// เมื่อศึกษาประวัติตั้งแต่ต้นรัชสมัย // จะพบว่าได้พระราชทานการศึกษา//แก่ประชาชนทุกระดับชั้นมาอย่างต่อเนื่อง // และมีจำนวนไม่น้อย // ที่เริ่มต้นมาจากพระราชทรัพย์ส่วนพระองค์//

Narrator

การพัฒนาประเทศไปสู่การพึ่งพาตนเองได้ต้องอาศัยความรู้หลายระดับ มีบันทึกถึงพระราชดำริของพระบาทสมเด็จพระเจ้าอยู่หัวว่าประเทศชาติใด ถ้าขาดศิลปวิทยาการขั้นสูง ก็จะไม่เจริญสู่ประเทศอื่นเขาไม่ได้ จึงได้พระราชทานพระราชทรัพย์ส่วนพระองค์จัดตั้งมูลนิธิอานันทมหิดลขึ้น เพื่อเป็นทุนการศึกษาต่อยังต่างประเทศ สำหรับผู้ที่มีความเป็นเอกในการเรียนโดยเฉพาะ ทั้งไม่มีเงินไขผูกพันในการใช้ทุนแต่ประการใด ด้วยมีพระราชดำริว่า ไม่ว่าผู้รับทุนพระราชทานเหล่านั้นจะปฏิบัติงานในตำแหน่งหน้าที่ใดหรือองค์กรใดในสังคม ก็เป็นการพัฒนาประเทศได้ทั้งสิ้น

Interviewees

ศ.นพ.ดร. สมศักดิ์ โสฬ์เลขา

//พระบาทสมเด็จพระเจ้าอยู่หัวมีพระราชประสงค์ว่า//จะไม่มีภาระเงินสัญญาขอใช้ทุน// เพราะการขอใช้ทุนเหมือนการใช้หนี้// ใช้แล้วหมดไป // แต่ท่านอยากให้คิดว่า // คนที่มีการศึกษานานแล้ว // ได้รับทุนไปศึกษาแล้ว // น่าจะรู้จักกตัญญู// กลับมาทำประโยชน์ให้ประเทศชาติต่อไป// อันนี้ผมว่าทำให้ความผูกพันไม่หมด// ถ้าเราใช้เงิน ใช้หมดแล้วจบเลย// แต่ใช้แบบนี้ เราใช้ด้วยจิตใจ// ใช้ยังไงก็ไม่หมด//

รศ.ดร. อภิชาติ ภัทรรวม

//ผมก็มีสัญญาับพระองค์ท่านคือสัญญาใจ// การรับทุนมูลนิธิอานันทมหิดล//จะไม่มีสัญญาเป็นลายลักษณ์อักษร // แต่ว่าเป็นความผูกพันที่ต้องจงรักภักดี // โดยเฉพาะพระราชดำรัสตอนเข้าเฝ้าว่า //ต้องรู้จักหน้าที่ตัวเอง // ต้องรู้จักรับผิดชอบต่อหน้าที่ของตัวเอง//

Translation of Novels

แม่พูดอะไรนะ จ้อยไม่อยากจะเชื่อเลย!
แม่บอกว่า ลุงเทิด คนที่เขียนหนังสือแสนสนุกที่จ้อยติดใจนักหนานั่น เป็นคนสติไม่ดี
จ้อยอายุยังไม่เต็ม 10 ขวบดี อยู่ป. 4 และกำลังจะขึ้นเทอม 2 ในเปิดเทอมหน้าแล้วทำไมเขาจะไม่รู้ว่าคนสติไม่ดีนั้นมีความหมายใกล้เคียงกับคนบ้า ที่ป้ายรถเมล์หน้าโรงเรียนของจ้อยก็มีคนบ้า วันไหนถ้าแม่ไม่ไปรับ และต้องกลับบ้านพร้อมพี่จิว พี่สาวของจ้อยมักจะพาเดินมารอรถเมล์ที่ป้ายแห่งนั้น และนั่นก็เป็นโอกาสที่เขาจะได้เห็นคนบ้า
แต่จะเป็นไปได้ได้อย่างไร ที่นักเขียนคนโปรดของจ้อยจะเนื้อตัวสกปรกมอมแมมหอบหิ้วถุงพะรุงพะรัง และนั่งเหม่อมองอย่างไร้จุดหมายอยู่ตามป้ายรถเมล์แบบนั้น
จ้อยวางมือจากการเก็บหนังสือของลุงเทิดลงกล่อง ดันแว่นตาซึ่งเลื่อนลงมาอยู่ที่ปลายจมูกให้กลับขึ้นไปเกาะดั้งดั้งเดิม เขาเดินเอาหน้าแบบประตู่ห้องนอน แล้วค่อยโผล่มองไปยังฝั่งตรงข้ามซึ่งเป็นห้องของแม่ ประตูบานนั้นเปิดกว้าง มองเห็นกล่องกระดาษหลายใบวางอยู่บนพื้น ข้าวของหลายอย่างในห้องแม่ถูกลำเลียงลงกล่องเตรียมขนย้ายจากตรงนี้ จ้อยมองเห็นเพียงมือแม่ที่กางหนังสือพิมพ์อยู่ ส่วนพี่จิว พี่สาวคนเดียวของจ้อยกำลังใช้เชือกมัดกล่องกระดาษใบหนึ่งอย่างระมัดระวัง ผ่านหน้าหนังสือพิมพ์ซึ่งแม่ถืออยู่ จ้อยได้ยินเสียงแม่ชัดเจน
"คนปกติที่ไหนเขาจะทำอย่างนี้เล่ายายจิว"
เขาอาจจะไม่ชอบเปิดเผยตัวก็ได้เนี่ยคะแม่ เสียงพี่จิวแสดงความคิดเห็น ไช้...จ้อยก็เห็นด้วยกับพี่จิว แต่นั่นแม่จะไม่ว่าลุงเทิดเป็นคนสติไม่ดีได้อย่างไรกัน
"แต่คนธรรมดาที่ไหนจะเป็นแบบนี้ล่ะ"
ไม่ต้องรอให้พี่จิวถามว่า 'แบบไหนล่ะคะแม่' และจ้อยก็ไม่ต้องสงสัยอยู่นาน แม่ก็อ่านรายละเอียด 'แบบนี้' ในหน้าหนังสือพิมพ์ให้ฟัง
"ไม่เปิดเผยตัว ไม่ยอมออกจากบ้าน ไม่ให้สัมภาษณ์ ไม่พูดกับใคร และไม่ไปรับรางวัลเป็นปีที่สี่สิบห้าติดต่อกัน!" แม่พับหนังสือพิมพ์ปิดฉบับ ทำให้จ้อยมองเห็นหน้าแม่เต็มตา
"เห็นไหมล่ะ...อีตาคนนี้ต้องสติไม่ดีแน่ๆ"
แม่ไม่รอฟังคำตอบจากพี่จิว แต่วางหนังสือพิมพ์ฉบับนั้นลงบนโต๊ะเครื่องแป้ง หยิบกรอบรูปไม้ที่จ้อยเคยเห็นว่า มีรูปพ่อและแม่ยืนคู่กันวางลงไปตรงกลาง แล้วพับกระดาษหนังสือพิมพ์ห่อกรอบรูปนั้นจนมิดชิด ก่อนวางเอาไว้ในกล่องกระดาษใบหนึ่ง ซึ่งด้านข้างมีตัวหนังสือเขียนว่า "ห้องเก็บของ"
"หนังสือพิมพ์ลงข่าวออกเกรียวกราวทุกปี ไทวทัศน์ทุกช่องเสนอข่าวของเขาจนแทบจะเป็นประเพณีไปแล้วว่าทุกครั้งที่มีการประกาศผลรางวัลวรรณกรรมเยาวชนยอดเยี่ยมจะต้องมีนักข่าวแห่ไปที่หน้าบ้านของเขา แล้วก็รายงานให้เราดูอยู่ที่แค่ประตูรั้ว"

APPENDIX L
A VALIDATION FORM FOR
A TEAM TRANSLATION SOURCE TEXT

Directions: Please put a tick in the box to show how you think about the following statements.

Item	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1. The team translation source text contains important elements representing its text type.			
2. The length of the team translation source text is appropriate.			
3. The team translation source text has appropriate level of difficulty.			
Suggestions			

APPENDIX M
AN EXAMPLE OF TRANSLATION SCORING RUBRIC

	Usefulness/transfer	Terminology/style	Idiomatic writing	Target mechanics
STANDARD	The translated text is fully usable for the purpose specified in the Translation Briefs. The meaning and sense of the source text have been fully and appropriately transferred to the translated text.	Terminology is appropriate in context. Style and register are appropriate for the topic in the target language and for the specified audience.	Translated text reads smoothly. Wording is idiomatic and appropriate for the topic in the target language and for the specified audience.	Translated text fully follows the rules and conventions of target language mechanics (spelling, grammar, punctuation, etc.)
Strong	Translated text transfers meaning in a manner fully consistent with the Translation Briefs. Translation contains few or no transfer errors, and those present have a minor effect on meaning.	Translated text contains few or no inappropriate term or style/register choices. Any errors have a minor effect on meaning.	Translated text is almost entirely idiomatic and appropriate in context. Any errors have a minor effect on meaning.	Translated text contains few or no errors in target language mechanics.
Acceptable	Translated text transfers meaning in a manner sufficiently consistent with the Translation Briefs. Translation contains occasional and/or minor transfer errors that slightly obscure or change meaning.	Translated text contains occasional and/or minor inappropriate term or style/register choices. Such errors may slightly obscure meaning.	Translated text contains occasional unidiomatic or inappropriate wording. Such errors may slightly obscure meaning.	Translated text contains occasional errors in target language mechanics.
Deficient	Translated text transfers meaning in a manner somewhat consistent with the Translation Briefs. Translation contains more than occasional transfer errors that obscure or change meaning.	Translated text contains frequent inappropriate and/or incorrect terms or style/register choices. Such errors may obscure or change meaning.	Translated text contains frequent and/or obvious unidiomatic or inappropriate wording. Such errors may obscure or change meaning.	Translated text contains frequent and/or obvious errors in target language mechanics.
Minimal	Translated text transfers meaning in a manner inconsistent with the Translation Briefs. Translation contains frequent and/or serious transfer errors that obscure or change meaning.	Translated text contains excessive inappropriate and/or incorrect terms or style/register choices. Such errors obscure or change meaning.	Translated text contains excessive and/or disruptive unidiomatic or inappropriate wording. Such errors obscure or change meaning.	Translated text contains excessive and/or disruptive errors in target language mechanics.

APPENDIX N

A VALIDATION FORM FOR TRANSLATION SCORING RUBRIC

Directions: Please put a tick in the box to show how you think about the following statements.

Item	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1. The scoring rubric is practical in answering the research question.			
2. The dimensions (usefulness/transfer, terminology/style, idiomatic writing/ target mechanics) of the rubric are appropriate.			
3. The scale for each dimension is appropriate.			
4. The score given for each scale is appropriate			
Suggestions			

APPENDIX O

AN EXAMPLE OF PRE-TEST AND POST-TEST

Audiovisual Translation

Pre-test

Directions: Translate the following movie script into English.

ฉาก: ภายใต้อาคารท่าเรือริมถนนในมหาวิทยาลัย นิสิตชายหญิงคู่หนึ่งเดินคุยกันมาตามทางเดิน ในขณะที่ “เก้ง” ชายหนุ่ม ยิ้มเพลงไปด้วยอย่างครื้นคริ้มใจ ทำให้ “ตาล” นิสิตปีสอง ผมยวสวย ท่าทางเรียบร้อย ซึ่งขึ้นจักรยาน นำหน้าเหลือบมองด้วยความหมั่นได้

ตาล: เอาแต่ร้องเพลงทั้งวัน นี่ไม่ต้องไปเรียนหรือไง

เก้ง: โห...ร้องเพลงแค่นี้ก็ต้องดูด้วย

ตาล: ทำไม รุ่นพี่ดูรุ่นน้องไม่ได้หรือไง

เก้ง: แหม...ด้ายซิเคอะ

ตาลหยุดจูงจักรยานหันมาพูดจริงจังกับเก้ง

ตาล: นี่เก้ง ตัวเองก็ขีวมานะ ขึ้นเหลวไหลอีก เดียวก็จบซ้ากันไปใหญ่

เก้ง: ก็ใครทำเราต้องมาเป็นเด็กขีวที่นี้ล่ะ

ตาล: ไม่เห็นต้องมาเอ็นใหม่เลย เรียนที่เดิมก็ได้....เสียเวลาเปล่า ๆ

เก้ง: ก็ใช่ แต่เรียนที่อื่นไม่มีตาลนี่

ตาลจ้องมองหน้าเก้งแล้วเจียบไป เก้งยกนาฬิกาข้อมือขึ้นดู

เก้ง: เดียวเราต้องไปเรียนแล้ว ตาลไปส่งหน่อยสิ

ตาลจ้องมองไปที่ถนน Loving Way ซ้างหน้าแล้วล้งเล

ตาล: ตาลต้องรีบไปธุระนะ เก้งไปเองก็แล้วกัน

เก้ง: อืมม...

ตาลขึ้นจักรยานแล้วปั่นไปอีกทาง ทั้งคู่โบกมือให้กัน

เก้งมองตามตาลแล้วหันมองถนน Loving Way อย่างครุ่นคิด

Post-test

Directions: Translate the following movie script into English.

ณ ร้านกิฟท์ช็อปแยกเกษตร

นาฬิกาข้อมือสวยเรือนหนึ่งโชว์ที่กระจกหน้าร้าน เก่งมองนาฬิกาแล้วใจก็นึกถึงตาล เขาตัดสินใจรีบเดินไปในร้าน และกำลังจะถามราคา แต่เจ้าของก็หยิบนาฬิกาเรือนนั้นไปให้นักศึกษาชายคนหนึ่งพอดี นักศึกษาคนนั้นยิ้มอย่างพอใจแล้วจ่ายเงิน เก่งมองตามด้วยความเสียดายที่โดนซื้อตัดหน้า เขาเดินไปหาพี่โหน่งเจ้าของร้าน

เก่ง: มีนาฬิกาแบบเรือนเมื่อสักอึกไหมครับ

พี่โหน่ง: ไม่มีแล้ว...พี่สั่งมาแค่เรือนเดียว...หายากนะรุ่นนั้น

เก่ง: เอะ เสียดาย ผมว่าจะซื้อให้แฟนหน่อย

พี่โหน่ง: ใครมาร้านพี่ก็ซื้อให้แฟนทั้งนั้น..ลองเลือกอย่างอื่นดูสิ...ยังมีอีกเยอะน่า

เก่งกวาดตามองที่พวกกุญแจหลายอันที่วางบนชั้นแล้วก็ตัดสินใจไม่ถูก เขาหยิบมือถือขึ้นมาโทร

เก่ง: ฮัลโหล ว่าหรือเปล่า...//มาหาที่ร้านกิฟท์ช็อปที่หน้าม.หน่อย...น่านะ

.....

พวกกุญแจรูปการ์ตูนน่ารักถูกหยิบขึ้นมา

ก้อย: อันนี้แหละ น่ารักสุด

เก่ง: จิงดี

เก่งหยิบพวกกุญแจรูปนาฬิกาทรายขึ้นมาดูแล้วยิ้มซึ่งใจไปมาระหว่างตัวการ์ตูนกับนาฬิกาทราย

เก่ง: (มองนาฬิกาทราย) อันนี้น่ารักกว่า

ก้อยจิบปากอย่างไม่พอใจ

ก้อย: (เซ็ง) แล้วแกจะโทรเรียกฉันมาทำไมเนี่ย

เก่ง: ชอบอันนั้นหรือ

ก้อยพยักหน้ารับ

เก่ง: จั๊นฉันซื้อให้

ก้อย: จิงนะ ซึ่งวะ

พี่โหน่ง: โห...ถึงกับต้องเรียกแฟนมาดูเองเลยหรือ//

ก้อยหน้าแดง เก่งยิ้มแยะ ๆ

เก่ง: เออ ยัยนี้มันเพื่อนผมนะครับ

Translation of Documentaries

Pre-test

Directions: Translate the following documentary into English.

หัวใจสำคัญของประชาคมเศรษฐกิจอาเซียนคือการรวมสิบประเทศอาเซียนให้เป็นภูมิภาคที่เข้มแข็งทางเศรษฐกิจ เป็นตลาดหนึ่งเดียว ฐานการผลิตหนึ่งเดียว ให้เกิดการหลั่งไหลอย่างเสรีของสินค้า บริการ การลงทุน และทักษะฝีมือแรงงาน ระหว่างประชากรกว่า 600 ล้านคนของอาเซียน วิฤติเศรษฐกิจที่กำลังเกิดขึ้นกับอเมริกาและสหภาพยุโรป ในเวลานี้เป็นสัญญาณกระตุ้นเตือนให้นักเศรษฐศาสตร์และนักธุรกิจทั่วโลกเริ่มหันมองอาเซียน ถ้าสิบประเทศรวมตัวกันอย่างเหนียวแน่น อาเซียนจะกลายเป็นภูมิภาคที่เข้มแข็ง เป็นพลังใหม่ของเศรษฐกิจโลก เป็นความจริงที่อาเซียนเป็นความหวัง เป็นพลังใหม่ของเศรษฐกิจโลก แต่การบอกว่าสิบประเทศอาเซียนคือประชาคมที่มีพื้นที่กว่า 4.4 ล้านตารางกิโลเมตร ประชากรกว่า 680 ล้านคน อาจทำให้หลายคนเข้าใจผิดว่าอาเซียนจะกลายเป็นตลาดที่กว้างขึ้น ผู้บริโภคมากขึ้น เข้าถึงได้ง่ายขึ้น ดังนั้นการขยายสินค้าเดิมเพิ่มขึ้นน่าจะเป็นสิ่งที่ดี การคิดว่าอาเซียนเราเหมือนกัน เป็นกลยุทธ์ทางธุรกิจที่ผิดพลาดที่สุด คุณต้องรู้จักตลาดที่คุณจะขายสินค้าให้มากพอ เพราะสินค้าที่คนไทยชื่นชอบ อาจไม่ใช่สิ่งที่ชาวอาเซียนประเทศอื่น ๆ ต้องการ เราอาจจะเหมือนกันในภาพรวม แต่ในรายละเอียด เราแตกต่างกันมาก จนต้องมกัอย่าเสมอว่า ASEAN is not ASEAN

Post-test

Directions: Translate the following documentary into English.

ประชาคมเศรษฐกิจอาเซียนคือการรวมกันของพลเมืองกว่า 600 ล้านคน และเป็นการรวมประเทศที่มีรายได้ต่อคนสูงถึง 1.5 ล้านบาทต่อปี เช่น ประเทศสิงคโปร์ ประเทศที่นับได้ว่าเป็นประเทศที่เจริญรุดหน้าที่สุดในอาเซียน ทั้งๆที่ไม่มีทรัพยากรธรรมชาติเป็นของตัวเอง บางประเทศมีความอุดมสมบูรณ์ ทั้งทรัพยากรทางธรรมชาติ น้ำมันและก๊าซธรรมชาติ แต่การปกครองระบอบประชาธิปไตยเพิ่งกำลังจะเริ่มต้นขึ้น และมีรายได้ต่อคนเพียง 2,400 บาทต่อปีอย่างประเทศพม่า เปรียบเทียบกันแล้วคนสิงคโปร์รวยกว่าคนพม่าถึง 63 เท่า เป็นความแตกต่างกันอย่างสุดขั้ว และเป็นอุปสรรคสำคัญของการรวมกันเป็นหนึ่งในท่ามกลางความหลากหลายทางภาษา เชื้อชาติ ศาสนา วัฒนธรรม เศรษฐกิจ และการเมือง ทั้งสิบประเทศจะเดินหน้าร่วมกันไปสู่ความร่วมมือทางเศรษฐกิจ สังคม วัฒนธรรม การเมืองและความมั่นคง ภายใต้คำขวัญ “หนึ่งวิสัยทัศน์ หนึ่งอัตลักษณ์ หนึ่งประชาคม” ได้อย่างไร ความเหมือนเป็นรากฐานที่จะทำให้เราก้าวไปสู่ฝันที่เราจะรวมกันเป็นหนึ่ง ขณะเดียวกันความแตกต่างก็อาจกลายเป็นอุปสรรค แต่เหนือสิ่งอื่นใดหากคนในอาเซียนต่างรู้ถึงความเหมือน เข้าใจและยอมรับในความแตกต่างของกันและกัน จะเหมือนกันหรือต่างก็อาจไม่ใช่สิ่งสำคัญ

APPENDIX P

A VALIDATION FORM FOR PRE-TEST AND POST-TEST

Directions: Please put a tick in the box to show how you think about the following statements.

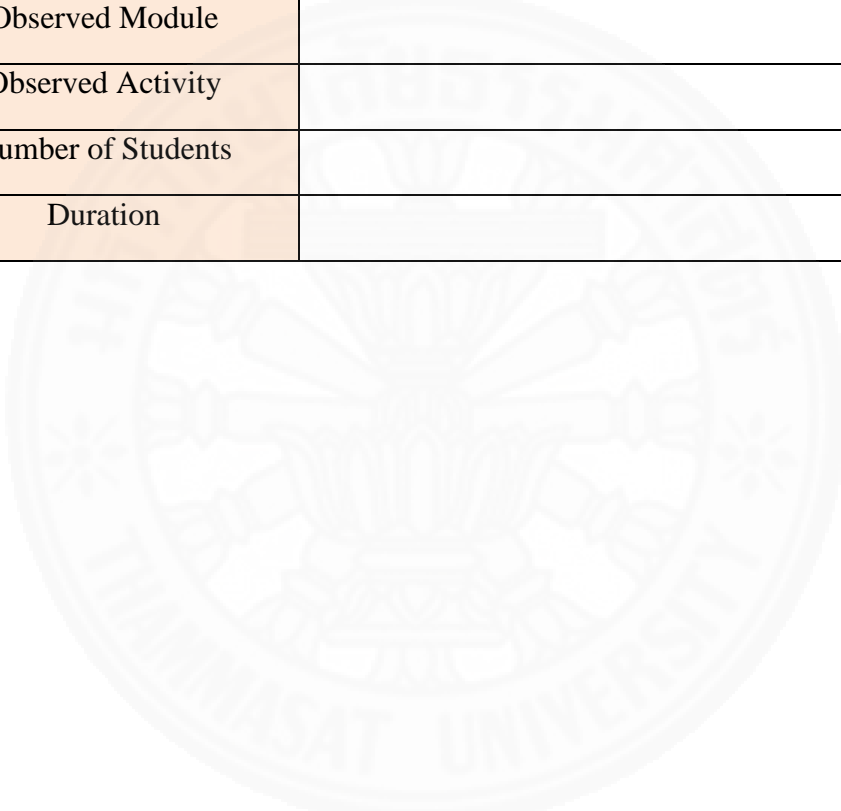
Item	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1. The pre-test has an appropriate length for the time given.			
2. The post-test has an appropriate length for the time given.			
3. The content of the pre-test represents what the students should learn from the module.			
4. The content of the post-test represents what the students should learn from the module.			
5. The pre-test and post-test have the same level of difficulty.			
6. The pre-test and post-test can be used for comparison of the students' linguistic competence before and after the lesson.			
Suggestions			

APPENDIX Q**AN EXAMPLE OF AN OBSERVATION FORM**

Directions: Please fill out the basic details of observation in the fields below.

Observation Details

Week and period of Observation	
Date of Observation	
Observed Module	
Observed Activity	
Number of Students	
Duration	



Please put a tick (/) in the provided boxes marked with “F”, “S”, or “N” for the behaviors you have observed- F if the behaviors are frequently observed; S if the behaviors are sometimes observed; N if the behaviors are not observed.

Team-based learning refers to an active learning and small group instructional strategy that provides students with opportunities to apply conceptual knowledge through a sequence of activities, including properly formed team, readiness assurance process, application activities and student-to-student peer evaluation.					
Team-based learning	Behavior observed	Y	N	U	Comment
Readiness Assurance Process					
	1.The students study preparatory materials in advance.				
	2.The students seem motivated to do the individual readiness assurance test.				
	3.The students seem motivated to do the team readiness assurance test.				
	4.The students show strong engagement in discussions during the team readiness assurance test.				
	5.In case of disagreement, the students actively defend their ideas with evidence through written appeals.				
	6.The students ask useful questions relating to the preparatory materials and from their own interest.				

Team-based learning	Behavior observed	Y	N	U	Comment
Application Activities					
<i>Professional translator's talk</i>	7.The students are attentive to the professional translator's talk.				
	8.The professional translators answer the students clearly.				
	9.The professional translators give useful tips to students on the translation process.				
<i>Source text analysis</i>	10. The students study the translation brief carefully and ask questions about the brief.				
	11. The students study the source text carefully and ask questions about the source text.				
	12.The students apply the concept from preparatory materials to the analysis of source text.				
<i>Team Translation</i>					
<i>(Teamwork)</i>	13.Team members respect each other's viewpoints.				
	14. Team members give equal contribution to the work				
	15. Team members communicate meaningfully to come up with solutions to the task.				

Team-based learning	Behavior observed	Y	N	U	Comment
	16. In case of conflicts, team members try to negotiate and resolve them.				
	17. Team members show their leadership in performing the task (e.g. being the leader of discussion, trying to come up with conclusion)				
<i>(Planning)</i>	18. All team members take part in planning the whole process.				
	19. Team members organize things under their responsibility very well based on the plan.				
<i>(Problem solving)</i>	20. Team members can solve arising problems to their roles very well.				
	21. Team members help solve the overall team problems very well.				
	22. Team members' problem solving skills continue to improve.				
<i>(Use of resources)</i>	23. The students make use of online resources (computer/online dictionary/websites) to perform their roles.				
	24. The students make use of documentary resources (books, articles, paper dictionary) to perform their roles.				

Team-based learning	Behavior observed	Y	N	U	Comment
	25. The students make use of other innovative resources to perform their roles.				
	26. The students try to use the online channel (email/chat/line) to connect with other team members, instructor and professional translators in order to arrive at solutions to the tasks.				
<i>(Students' role Performance)</i>	27. Team members understands that their roles are important to the other team members.				
	28. Team members perform their role in a way that supports other team members' tasks.				
	29. Team members seek advice from the professional translator or instructor to accomplish their role when necessary.				
<i>(Professional translator's role performance)</i>	30. The professional translator takes an active role in guiding the students over the task.				
	31. The professional translator allows the students to ask questions and tries to answer all the questions.				

Team-based learning	Behavior observed	Y	N	U	Comment
	32. The professional translator's comments on each team's first draft are useful for the students to produce a more accurate and high-quality piece of work.				
	33. The professional translator's comments on each team's second draft are useful for the students to improve their translation in the future.				
	34. The professional translator's comments on each team's drafts is based on the scoring rubric.				
	35. The professional translator's marking is fair and based on the scoring rubric.				
<i>Team presentation</i>	36. Each team tries to come up with good supports for their translation decisions.				
	37. The presentation is well-prepared in that all important elements are mentioned and the presentation is easy to follow.				
	38. The presenting team tries to raise important issues for discussion in class.				

Team-based learning	Behavior observed	Y	N	U	Comment
	39.The rest of the students (audience) express opinions on the presenting team's translation decision.				
	40.Both the presenting team and the audience have a meaningful discussion regarding how to translate certain words/phrases/sentences appropriately.				

APPENDIX R

A VALIDATION FORM FOR AN OBSERVATION FORM

Directions: Please put a tick in the box to show how you think about the following statements.

Item	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1. The observation form is practical in answering the research questions.			
2. All behaviors which should be observed are included			
3. Each statement corresponds to its category.			
4. The language used is appropriate and clear.			
Suggestions			

APPENDIX T

A VALIDATION FORM FOR A REFLECTIVE JOURNAL

Directions: Please put a tick in the box to show how you think about the following statements.

Item	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1. The reflective journal is practical in answering the research questions.			
2. The format of the reflective journal is appropriate.			
3. The language of the reflective journal is appropriate and clear.			
4. The guided questions are appropriate.			
Suggestions			

APPENDIX U
AN EXAMPLE OF A PEER FEEDBACK FORM

Team-Based Learning

Peer Feedback

(Adapted from Koles' Method)

Team: _____ Teammate you are evaluating: _____

Module: _____

PART ONE: QUANTITATIVE ASSESSMENT

Directions: Check one box for each of these 15 areas

Cooperative Learning Skills:	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
Arrives on time and remains with team during activities เข้าเรียนตรงเวลาและร่วมทำงานกับกลุ่มตลอดทั้ง กิจกรรม					
Demonstrates a good balance of active listening and participation มีความสมดุลในการเป็นผู้ฟังและผู้มีส่วนร่วมที่ดี					
Asks useful or probing questions ตั้งคำถามที่เป็นประโยชน์ต่อการอภิปราย					
Shares information and personal understanding แบ่งปันข้อมูลและแสดงความเข้าใจส่วนบุคคล					
Identifies references with relevant information ระบุข้อมูลอ้างอิงต่างๆ ที่มีความเชื่อมโยง					

Self-Directed Learning:	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
Is well prepared for team activities มีความพร้อมในการทำกิจกรรมเป็นทีม					
Shows appropriate depth of knowledge มีความรู้ในระดับที่น่าพึงพอใจ					
Is clear when explaining things to others อธิบายสิ่งต่างๆ ได้อย่างชัดเจน					

Interpersonal Skills:	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
Gives useful feedback to others แสดงความคิดเห็นที่เป็นประโยชน์ต่อผู้อื่น					
Accepts useful feedback from others ยอมรับความคิดเห็นที่เป็นประโยชน์จากผู้อื่น					
Is able to listen and understand what others are saying ฟังและเข้าใจสิ่งที่ผู้อื่นพูด					
Shows respect for the opinions and feelings of others เคารพความคิดเห็นและความรู้สึกของผู้อื่น					

Role Performance:	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
Coordinates with the other team members very well to complete the assigned role. ประสานงานกับสมาชิกคนอื่นในทีมเป็นอย่างดีเพื่อทำหน้าที่ที่ได้รับมอบหมายให้ลุล่วง					
Fully accomplishes the assigned role.					

ทำหน้าที่ที่ได้รับมอบหมายได้ลุล่วงสมบูรณ์					
Performs the assigned role in a way that helps facilitate other team members. ทำหน้าที่ที่ได้รับมอบหมายในลักษณะที่ เกื้อหนุนสมาชิกในทีมคนอื่น ๆ					

PART TWO: QUALITATIVE ASSESSMENT

Directions: Please answer the following two questions and provide examples, evidence and suggestions as necessary.

- 1) What is the single most valuable contribution this person makes to your team?

อะไรคือสิ่งที่ดีที่สุดที่บุคคลผู้นี้แบ่งปันให้แก่ทีม

- 2) What is the single most important thing this person could do to more effectively help your team?

อะไรคือสิ่งที่สำคัญที่สุดที่บุคคลผู้นี้น่าจะทำได้ดีกว่านี้เพื่อที่จะช่วยเหลือทีม

APPENDIX V

A VALIDATION FORM FOR A PEER FEEDBACK FORM

Directions: Please put a tick in the box to show how you think about the following statements.

Item	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1.The peer feedback from is practical in answering the research questions.			
2.The format of the peer feedback from is appropriate.			
3.The statements in both English and Thai are appropriate.			
4.The sequence of the statements in the peer feedback form is appropriate.			
Suggestions			

APPENDIX W

AN EXAMPLE OF A QUESTIONNAIRE

Questionnaire on Students' Attitudes towards Team-Based Learning

(Adapted from the studies of Qaderian, K., et.al., 2014, and Vasan, N., et.al., 2009)

Part I Demographic Background

Directions: Please fill out your personal information in the fields below:

1. Age _____

2. Sex _____

3. Years of learning translation _____

4. Years of experience with collaborative learning _____

Part II Attitudes towards Team-Based Learning

Directions: Please tick the number for each phrase that best describes the extent to which you agree with the following statements about Team-Based Learning:

5 = Strongly Agree, 4 = Agree, 3 = Somewhat agree, 2 = Disagree, and 1 = Strongly disagree

Items	5	4	3	2	1
Overview					
1. Activities in TBL is a valuable experience. กิจกรรมในกระบวนการเรียนรู้เป็นทีมคือประสบการณ์ที่มีคุณค่า					
2. TBL improves educational environment of class. กระบวนการเรียนรู้เป็นทีมพัฒนาบรรยากาศการเรียนรู้ในชั้นเรียน					
3. TBL makes learning enjoyable for me. กระบวนการเรียนรู้เป็นทีม ช่วยให้การเรียนเป็นเรื่องสนุกสำหรับฉัน					
4. TBL uses the class time well. กระบวนการเรียนรู้เป็นทีมใช้เวลาในชั้นเรียนอย่างเหมาะสม					
5. TBL helps me compare myself with my classmates.					

กระบวนการเรียนรู้เป็นทีมช่วยให้ฉันเปรียบเทียบตนเองกับเพื่อนร่วมชั้น					
Team-based learning process					
6. I think studying preparatory materials prior to the lesson is a useful activity. ฉันคิดว่าการศึกษาเอกสารเตรียมความพร้อมก่อนเรียนเป็นกิจกรรมที่มีประโยชน์					
7. I understand what individual readiness assurance process (iRAT) and team readiness assurance process (tRAT) are. ฉันเข้าใจว่ากระบวนการทดสอบก่อนเรียนแบบเดี่ยวและแบบทีมคืออะไร					
8. I find individual readiness assurance process (iRAT) useful. ฉันคิดว่ากระบวนการทดสอบก่อนเรียนแบบเดี่ยวยามีประโยชน์					
9. I find team readiness assurance process (tRAT) useful. ฉันคิดว่ากระบวนการทดสอบก่อนเรียนแบบทีมมีประโยชน์					
10. I can apply the knowledge gained from preparatory materials, and the iRAT and tRAT tests to my assigned task. ฉันสามารถประยุกต์ใช้ความรู้ที่ได้จากเอกสารเตรียมความพร้อมและการทดสอบเดี่ยวและทีมมาใช้ในงานแปลของฉัน					
Teamwork					
11. I contribute meaningfully to the TBL discussions. ฉันมีส่วนร่วมในการอภิปรายอย่างเป็นประโยชน์ในกระบวนการเรียนรู้เป็นทีม					
12. Other team members participate like me. สมาชิกในทีมคนอื่น ๆ มีส่วนร่วมเช่นเดียวกันกับฉัน					
13. Cooperation among team members is good. สมาชิกในทีมร่วมมือกันเป็นอย่างดี					

14.TBL helps me develop my communication skills. กระบวนการเรียนรู้เป็นทีมช่วยพัฒนาทักษะในการสื่อสารของฉัน					
15.TBL helps me develop my leadership skills. กระบวนการเรียนรู้เป็นทีมช่วยพัฒนาทักษะความเป็นผู้นำของฉัน					
16.There is mutual respect for other teammates' viewpoints during TBL. สมาชิกในทีมเคารพความคิดเห็นซึ่งกันและกันในกระบวนการเรียนรู้เป็นทีม					
17.I have a positive attitudes about working with my peers. ฉันมีทัศนคติที่ดีต่อการทำงานร่วมกับเพื่อน					
18.The ability to collaborate with my peers is necessary to achieve translation tasks. ความสามารถในการร่วมมือกับเพื่อนเป็นสิ่งจำเป็นในการทำงานแปลให้ลุล่วง					
19.Solving problems in a group is an effective way to practice what I have learned. การแก้ไขปัญหาเป็นกลุ่มเป็นวิธีที่ดีในการฝึกฝนสิ่งที่ฉันได้เรียนรู้					
Motivation					
20.TBL helps me identify my strengths and weaknesses. กระบวนการเรียนรู้เป็นทีมช่วยให้ฉันทราบจุดแข็งและจุดอ่อนของตนเอง					
21.TBL encourages me to cooperate with others. กระบวนการเรียนรู้เป็นทีมส่งเสริมให้ฉันร่วมมือกับผู้อื่น					
22.TBL helps my mental motivation and further readiness for class. กระบวนการเรียนรู้เป็นทีมสร้างแรงจูงใจให้แก่ฉันและทำให้ฉันมีความพร้อมในการเรียนมากขึ้น					
23. TBL motivates me to study more.					

กระบวนการเรียนรู้เป็นทีมกระตุ้นให้ฉันอยากเรียนมากขึ้น					
24. TBL motivates me to continue learning in a team. กระบวนการเรียนรู้เป็นทีมกระตุ้นให้ฉันเรียนรู้เป็นทีมอย่างต่อเนื่อง					
Learning					
25. TBL results in better learning compared to individual study. กระบวนการเรียนรู้เป็นทีมทำให้การเรียนรู้ดีขึ้นเมื่อเทียบกับการเรียนแบบเดี่ยวๆ					
26. I learn more through TBL. ฉันเรียนรู้มากขึ้นผ่านกระบวนการเรียนรู้เป็นทีม					
27. TBL helps me solve problems better. กระบวนการเรียนรู้เป็นทีมช่วยให้ฉันแก้ปัญหาได้ดีขึ้น					
28. TBL results in better decision making for every problem. กระบวนการเรียนรู้เป็นทีมทำให้การตัดสินใจแก้ปัญหาต่างๆ ดีขึ้น					
29. I am an active learner during the TBL sessions. ฉันเป็นผู้เรียนที่ตื่นตัวระหว่างกระบวนการเรียนรู้เป็นทีม					
30. Most students are attentive during TBL sessions. นักศึกษาส่วนใหญ่ตั้งใจเรียนระหว่างกระบวนการเรียนรู้เป็นทีม					
31. I pay attention most of the time during the TBL sessions. ฉันมักตั้งใจเรียนระหว่างกระบวนการเรียนรู้เป็นทีม					
32. TBL extends learning retention. กระบวนการเรียนรู้เป็นทีมช่วยทำให้สามารถจดจำสิ่งที่ได้เรียนรู้นานยิ่งขึ้น					

APPENDIX X
A VALIDATION FORM FOR A QUESTIONNAIRE

Item	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1.The questionnaire is practical in answering the research question.			
2.The statements in both Thai and English are appropriate and clear.			
3.The questionnaire does not contain leading or biased statements			
4.The questionnaire does not contain double-barreled statements.			
5.The sequence of statements are appropriate.			
6.The statements correspond very well to their categories/topics.			
7. The measurement scales of the questionnaire are appropriate.			
8.The length of the questionnaire is appropriate.			
Suggestions			

APPENDIX Y

AN EXAMPLE OF AN INTERVIEW GUIDE

Section 1 Communicative competence

Description	
It has been designed to explore the participants' improvement on communicative competence after being exposed to team-based learning with professional translators' involvement.	
Definition	
Communicative competence refers to the system of underlying knowledge and skills necessary for linguistic communication. For translators, this competence should be separated into understanding in the SL and production in the TL. It also involves awareness towards the purpose of translation task and the situation resulting in the ability to produce an adequate TT.	
Item	Question
1	Do you think your team translation products kept improving across modules in terms of linguistic and functional features? How? คุณคิดว่าผลงานแปลของทีมพัฒนาขึ้นในด้านการใช้ภาษาและหน้าที่ของงานแปลในทุก ๆ โมดูลหรือไม่ อย่างไร
2	Do you think your individual translation products keep improving across modules in terms of linguistic and functional features? How? คุณคิดว่างานแปลเดี่ยวพัฒนาขึ้นในด้านการใช้ภาษาและหน้าที่ของงานแปลในทุก ๆ โมดูลหรือไม่ อย่างไร
3	In case of improvement in either team translation or individual translation, what do you think are the contributing factors? กรณีที่มีการพัฒนาไม่ว่าจะในการแปลเป็นทีมหรือแปลเดี่ยว คุณคิดว่าปัจจัยใดที่ช่วยส่งเสริมการพัฒนาดังกล่าว

Section 2 Interpersonal competence

Description	
It has been designed to explore the participants' improvement on interpersonal competence after being exposed to team-based learning with professional translators' involvement.	
Definition	
Interpersonal competence refers to the ability to work with other professionals involved in translation process, including translators, documentary researchers, terminologists, project managers, and editors, as well as other actors, including clients, initiators, authors, users, subject area experts. It also covers teamwork, negotiation skills and leadership	

skills.	
Item	Question
1	How did you coordinate with your teammates while performing different roles? (Please provide explanations for all the four roles – translator, editor, terminologist/ document researcher, and project manager) คุณประสานงานกับเพื่อนร่วมทีมอย่างไรในบทบาทต่าง ๆ (กรุณาอธิบายทั้งสี่บทบาท ได้แก่ นักแปล บรรณาธิการ ผู้สืบค้นคำศัพท์/ผู้สืบค้นเอกสาร และผู้จัดการงานแปล)
2	Do you think your negotiation skills have improved? How? คุณคิดว่าทักษะในการเจรจาของคุณพัฒนาขึ้นหรือไม่ อย่างไร
3	Do you think your communication skills have improved? How? คุณคิดว่าทักษะในการสื่อสารของคุณพัฒนาขึ้นหรือไม่ อย่างไร
4	Do you think your leadership skills have improved? How? คุณคิดว่าทักษะการเป็นผู้นำของคุณพัฒนาขึ้นหรือไม่ อย่างไร
5	Do you think it is important to coordinate with teammates in order to perform the translation tasks in a more effective manner? Why? คุณคิดว่าการทำงานประสานงานกับเพื่อนร่วมทีมเป็นเรื่องที่สำคัญหรือไม่ในการทำงานแปลให้มีประสิทธิภาพมากขึ้น เพราะเหตุใด
6.	Did your interaction with the professional translators help you to perform the translation tasks in a more effective manner? How? การได้พูดคุยกับนักแปลมืออาชีพช่วยให้คุณทำงานแปลได้อย่างมีประสิทธิภาพมากขึ้นหรือไม่ เพราะเหตุใด

Section 3 Strategic competence

Description	
It has been designed to explore the participants' improvement on strategic competence after being exposed to team-based learning with professional translators' involvement.	
Definition	
Strategic competence refers to all the individual procedures, conscious and unconscious, verbal and non-verbal, used to solve the problems found during the translation process, organizational and planning skills. In addition, it covers monitoring, self-assessment and revision.	
Item	Question
1	Do you think you plan and organize things better? How? คุณคิดว่าคุณวางแผนและจัดการสิ่งต่าง ๆ ได้ดีขึ้นหรือไม่ อย่างไร
2	Do you think you have better problem-solving skills? How? คุณคิดว่าคุณมีทักษะในการแก้ปัญหาที่ดีขึ้นหรือไม่ อย่างไร
3	Do you think you can better monitor and assess your own work? How?

	คุณคิดว่าคุณควบคุมและประเมินงานของตนเองได้ดีขึ้นหรือไม่ อย่างไร
4	Do you think your revision skills have improved? How? คุณคิดว่าทักษะในการแก้ไขงานของคุณพัฒนาขึ้นหรือไม่ อย่างไร
5	What problems did you encounter when performing your roles? (Please describe the problems of all the four roles – translator, editor, terminologist/document researcher and project manager) คุณประสบปัญหาอะไรในขณะที่ปฏิบัติบทบาทต่าง ๆ (กรุณาอธิบายทั้งสี่บทบาท ได้แก่ นักแปล บรรณาธิการ ผู้สืบค้นคำศัพท์/ผู้สืบค้นเอกสาร และผู้จัดการงานแปล)
6	How did you cope with those problems? คุณจัดการกับปัญหาเหล่านั้นอย่างไร

Section 4 Instrumental competence

Description	
It has been designed to explore the participants' improvement on instrumental after being exposed to team-based learning with professional translators' involvement.	
Definition	
Instrumental competence refers to procedural knowledge related to the use of documentation sources and information and communication technologies applied to translation: dictionaries, encyclopaedias, grammars, style books, parallel texts, electronic, corpora, searchers, etc.	
Item	Question
1	Do you think you can better make use of online resources to research information for translation tasks? How? คุณคิดว่าคุณใช้ทรัพยากรออนไลน์เพื่อสืบค้นข้อมูลสำหรับการแปลได้ดีขึ้นหรือไม่ อย่างไร
2	Do you think you can better make use of documentary resources to research information for translation tasks? How? คุณคิดว่าคุณใช้ทรัพยากรเอกสารเพื่อสืบค้นข้อมูลสำหรับการแปลได้ดีขึ้นหรือไม่ อย่างไร
3	Do you think you can better make use of online and other channels to connect with professional translators and your teammates to effectively carry out translation tasks? How? คุณคิดว่าคุณใช้ช่องทางออนไลน์และช่องทางอื่น ๆ เพื่อเชื่อมโยงกับนักแปลมืออาชีพและเพื่อนร่วมทีมในการทำงานแปลอย่างมีประสิทธิภาพได้ดีขึ้นหรือไม่ อย่างไร
4	What kinds of resources did you mostly use to accomplish the translation task? Why? ทรัพยากรประเภทใดที่คุณใช้มากที่สุดในการทำงานแปล เพราะเหตุใด
5	How did you manage your work using different tools for each role? คุณจัดการงานโดยใช้เครื่องมือต่าง ๆ สำหรับแต่ละบทบาทอย่างไร

Section 5 Awareness of the translation profession

Description	
It has been designed to explore the participants' awareness of the translation profession after being exposed to team-based learning with professional translators' involvement.	
Definition	
Awareness of the translation profession means knowledge about the working procedures in carrying out translation tasks in the professional setting, where many actors are involved, such as translators, editors, terminologists/document researchers and project managers.	
Item	Question
1	Do you think you better understand roles involved in translation? How? คุณคิดว่าคุณเข้าใจบทบาทที่เกี่ยวข้องกับการแปลดีขึ้นหรือไม่ อย่างไร
2	Do you find simulating roles involved in translation useful? How? คุณคิดว่าภารกิจลองบทบาทที่เกี่ยวข้องกับการแปลมีประโยชน์หรือไม่ อย่างไร
3	Do you gain more insights into the translation profession from the professional translators' involvement in class? How? คุณมีความเข้าใจมากขึ้นเกี่ยวกับวิชาชีพแปลจากการมีส่วนร่วมของนักแปลมืออาชีพในชั้นเรียนหรือไม่ อย่างไร
4	What aspect of the class mostly contributes to your awareness of the translation profession? องค์ประกอบใดของวิชาที่ช่วยให้คุณตระหนักในวิชาชีพแปลมากที่สุด
5	Do the activities in this class motivate you to work in the field of translation in the future? Why or why not? กิจกรรมต่างๆ ในชั้นเรียนกระตุ้นให้คุณอยากทำงานแปลในอนาคตหรือไม่ เพราะเหตุใด

Section 6 Attitudes towards team-based learning with professional translators' involvement

Description	
It has been designed to explore the participants' attitudes towards team-based learning after being exposed to team-based learning with professional translators' involvement.	
Item	Question
General questions about team-based learning	
1	Do you find working in a team useful for achieving your translation tasks? How? คุณคิดว่าการทำงานเป็นทีมมีประโยชน์ต่อการทำงานแปลให้สำเร็จลุล่วงหรือไม่ อย่างไร
2	Does working in a team help you improve your learning? How? การทำงานเป็นทีมช่วยพัฒนาในเรื่องการเรียนของคุณหรือไม่ อย่างไร
3	Does working in a team give you more motivation to learn? How?

	การทำงานเป็นทีมทำให้คุณมีแรงจูงใจในการเรียนเพิ่มขึ้นหรือไม่ อย่างไร
4	Do you think permanent teams are useful for translation classroom? Why or why not? คุณคิดว่าการอยู่ทีมเดิมตลอดเป็นประโยชน์ต่อการเรียนแปลหรือไม่ เพราะเหตุใด
5	Do you like the way your team was formed? Why or why not? คุณชอบวิธีในการกำหนดทีมของคุณหรือไม่ เพราะเหตุใด
Questions about Readiness Assurance Process	
6	Do you think studying preparatory materials prior to each module is a useful activity? How? คุณคิดว่าการศึกษาเอกสารเตรียมความพร้อมก่อนเริ่มเรียนแต่ละหน่วยเป็นกิจกรรมที่เป็นประโยชน์หรือไม่ อย่างไร
7	Do you think individual and group tests in the first class of each module are useful? How? คุณคิดว่าการทดสอบรายบุคคลและเป็นกลุ่มในชั้นเรียนแรกของแต่ละหน่วยการเรียนมีประโยชน์หรือไม่ อย่างไร
8	Do you think the discussions in class after taking individual and group tests contribute to the subsequent translation activities? How? คุณคิดว่าการอภิปรายในชั้นเรียนหลังจากทำแบบทดสอบรายบุคคลและเป็นกลุ่มเป็นประโยชน์ต่อกิจกรรมการแปลที่ตามมาหรือไม่ อย่างไร
Questions about application activities	
9	Did you apply the concept in the preparatory materials and discussions to your translation tasks? How? คุณนำแนวคิดในเอกสารเตรียมความพร้อมและการอภิปรายมาใช้ในงานแปลหรือไม่ อย่างไร
10	Do you think your translation assignments are interesting and challenging? Why? คุณคิดว่างานแปลที่คุณได้รับมอบหมายมีความน่าสนใจและท้าทายหรือไม่ เพราะเหตุใด
11	Do you think the presentation on translation products, problems and solutions at the end of each module is a good way for you to justify your translation choices and to reflect on other teams' work? How? คุณคิดว่าการนำเสนอผลงานแปล ปัญหาการแปลและวิธีแก้ไขในตอนท้ายของแต่ละหน่วยเรียนเป็นวิธีที่ดีที่สุดที่ทำให้คุณมีโอกาสอธิบายการเลือกแปลในลักษณะต่างๆ และแสดงความคิดเห็นต่อผลงานของทีมอื่นหรือไม่ อย่างไร
Questions about professional translator's involvement	
12	Do you find the professional translators' talks on their translation experience useful or motivating? Why or why not? คุณคิดว่าการบรรยายของนักแปลมืออาชีพเกี่ยวกับประสบการณ์ในการแปลของพวกเขาเป็นประโยชน์หรือสร้างแรงจูงใจหรือไม่ เพราะเหตุใด

13	<p>Do you think the professional translators' guidance on your translation drafts useful for improving your translation products? How?</p> <p>คุณคิดว่าคำแนะนำของนักแปลมืออาชีพต่อกราฟต์งานแปลมีประโยชน์ในการปรับปรุงงานแปลหรือไม่ อย่างไร</p>
14	<p>What do you think the professional translators can do more to help you gain insights into good translation practice?</p> <p>คุณคิดว่านักแปลมืออาชีพควรทำสิ่งใดเพิ่มเติมเพื่อช่วยให้คุณเข้าใจแนวปฏิบัติในการแปลที่ดีได้</p>
Ending questions	
15	<p>What are your most and least favorite activities? Why?</p> <p>กิจกรรมที่คุณชอบมากที่สุดและน้อยที่สุดคืออะไร เพราะเหตุใด</p>
16	<p>In your opinion, what are the advantages and/or drawbacks of team-based learning, particularly in the translation classroom setting?</p> <p>ในความคิดของคุณ ข้อดีและ/หรือข้อเสียของการเรียนเป็นทีมคืออะไร โดยเฉพาะอย่างยิ่งในบริบทของการเรียนแปล</p>



APPENDIX Z
A VALIDATION FORM FOR AN INTERVIEW GUIDE

Item	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1. The interview guide is practical in answering the research questions.			
2. The statements in both Thai and English are appropriate and clear.			
3. The interview guide does not contain leading or biased statements.			
4. The interview guide does not contain double-barreled statements.			
5. The sequences of statements are appropriate.			
6. The statements correspond very well to their categories/topics.			
Suggestions			

BIOGRAPHY

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Educational Attainment	2006: Bachelor of Arts (English), Thammasat University 2009: Master of Arts (Translation), Chulalongkorn University
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