

Collaborative Learning in an English-to-Arabic Translation Course

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Abstract

Collaborative translation is a group activity in which participants work together to accomplish a single translation task or project (Kiraly 2000). While collaborative translation has grown in importance in community and professional settings over recent years (O'Hagan 2011; Cordingley and Manning 2017) and is currently being employed in many academic settings (Kiraly 2003; Kiraly et al. 2016a; Buyschaert et al. 2017; Kiraly and Massey 2019), its use in Arabic-speaking translator-training environments has thus far been limited, and little emphasis has been put on the issue of social interaction in collaborative translation. Against this background, this thesis reports on the design and implementation of a collaborative translation project at the Department of Translation, Yarmouk University, Jordan. The project involves a simulation of a real translation workplace in the translation course known as TRA 230 (translation from English into Arabic) in the academic year 2017/2018. Drawing on the tenets of social constructivism and using participatory action research and mixed methods in data collection, the research seeks principally to investigate how the instigation of a specifically collaborative teaching and learning environment affects the development of students' teamworking and translation skills. Data on interactions was collected using classroom observation and questionnaires were used to elicit students' attitudes towards the collaborative teaching and learning approach. Analysis of the qualitative data collected through observation show that the participants learned or honed many important transferable skills that they will need in their future careers as translators. Quantitative findings, based on the questionnaire research, were consistent with the qualitative results: participants showed high levels of agreement with positive statements related to the impact of teamwork on the development of both translation and interpersonal skills. The research thus concludes that collaborative translation is a feasible and successful teaching and learning approach in the English-to-Arabic translation classroom.

Chapter One: Introduction

1.1 Context

For much of the history of translation, translators were depicted as bilingual loners who held the sole responsibility for creating accurate and natural translations that met target audience expectations and reflected the source author's style, ideas and intentions. Some commentators even argued that this had to be the case: in order to maintain text coherence and consistency, it was suggested, one translator and one translator only should perform the task (Bruni, cited in Bistué 2013). The history of translation provides many counterexamples to this position however, and there is ample evidence that translators in different eras, geographical locations and specialisms, worked with other translators, subject-field specialists, revisers or proof-readers to help them with the complex process in which they were engaged (Bistué 2013; Hung 2014). Despite this fact, collaboration among translators and between translators and others has only recently become the focus of attention in translation studies. Much of this recent research has concentrated either on historical practices or on collaborative translation as enabled by the internet from the late twentieth century onwards (see, for example, O'Hagan 2011; Cordingley and Manning 2017). A third research strand is concerned with collaboration in translator education, and it is to this strand that the current research wishes to make a contribution.

Don Kiraly (2000) was among the first educators to propose and develop collaborative models for use in the translation classroom. Motivated by a desire to provide student translators with an education that would respond to workplace requirements, and drawing on the tenets of social constructivism, and more recent postpositivist approaches, he put collaboration at the centre of his practice. Having monitored the evolution of the translation workplace, he and other scholars (e.g., Gouadec 2007; Thelen 2016;

Buysschaert et al. 2017; EMT 2017) acknowledged that the profile of the professional translator was changing and that this meant that a new approach to training translators was needed.

The modern translation process is broken down into phases in a production line in which a source text goes through a cycle of linguistic, semantic, stylistic and cultural transference, revision and quality assurance, all typically conducted under strict time pressure. The different phases of transference and reformulation, in turn, require different actors to ensure the quality of the final product and to speed up the translation process, and the internet has proved invaluable in offering translators tools to coordinate their efforts, and to otherwise organise and accelerate the translation process. It also provides a network infrastructure that facilitates the creation of teams of translators who collaborate online to complete translation tasks, as well as the formation of translation communities. In these virtual teams and communities, the social dimension of teamworking comes to the fore, just as it does among teams of in-house translators working face-to-face in large corporations and multinational organisations.

Social interaction adds even more complexity to an already complex translation process, generating new challenges that require translators to develop interpersonal and teamworking skills alongside their linguistic skills. The social challenges they may encounter include those stemming from competition among group members, and difficulties related to team members' different personalities and profiles. But despite the importance of social interaction in the collaborative translation process, and the challenges that it may entail, thus far there has been little research conducted into how translators, and more specifically student translators, interact in collaborative environments, into how they can develop their interpersonal skills, or, most importantly, into how can universities help translation students acquire these skills before they

graduate. A focused and detailed explanation of social interaction among collaborators in a translation class is also needed in order to understand the social challenges that could occur in such an environment.

The social constructivist approach, introduced to translation studies by Kiraly (2000), provides a solid theoretical justification for the use of collaborative learning. Social constructivism holds that knowledge develops through social interaction, and emphasises active student involvement in the learning process. Put simply, students construct meaning and knowledge with the help of their peers, with teachers acting as facilitators rather than ‘transmitters’ of knowledge. The approach is thus generally regarded as student-centred. The social constructivist approach also sees merit in creating learning environments that try, as much as possible, to reflect ‘real-world’ environments, thus favouring authentic tasks and work practices in learning that is supposed to prepare students for participation in a given community of professionals. Given the observations made above about contemporary translation practices, in the context of translator education, this means enabling students to collaborate in teams on the production of translations for real users.

The case for collaborative translation, understood here as a group activity in which participants work together to accomplish a single translation task or project (Kiraly 2000, p. 36), thus seems clear, and translator educators around the world have embraced it as a teaching and learning approach because of its many benefits in preparing novice translators for the contemporary workplace. But despite its successful deployment over two decades in places such as the University of Mainz/Germersheim (Kiraly et al. 2016a; Kiraly and Massey 2019), collaborative translation as a teaching and learning approach remains in its infancy in many other universities, especially in the Arab world, and more specifically in Jordan, where traditional teacher-centered translation teaching still

dominates. What is more, little research has been conducted in the Arab world in order to investigate the notion of collaborative translation or its feasibility in the Arabic translation classroom.

1.2 Research Aims

Against this background, the current researcher set out to introduce collaborative translation into her own teaching practice at Yarmouk University, Jordan, with a view to establishing how this approach impacts students' teamworking skills. The broad question the research aimed to answer was:

How does the instigation of a specifically collaborative teaching and learning environment affect the development of students' teamworking skills?

In order to answer this question, the researcher designed and implemented a collaborative translation project in the Department of Translation at Yarmouk University in the second term of 2017/2018. Twenty-two students participated in the project, which involved simulating a real translation workplace and completing an authentic translation commission, namely the translation from English into Arabic of a training manual for the American Non-Governmental Organisation (NGO), Common Bond.

The research is above all an exercise in participatory action research. Having recognised shortcomings in her own previous teaching practice, the researcher wished to work with her students in order to change a problematic situation for the better (Kindon et. al. 2007, p.1).

1.3 Main methods

The research presented here has already been characterised as participatory action research, which involves the researcher working with other participants to improve teaching and learning practice. It can also be described as a mixed methods study, as it integrates qualitative and quantitative research: In order to collect qualitative data, the

researcher utilised classroom observation, applying the principles of grounded theory in data collection and analysis. In the quantitative phase, the researcher designed a questionnaire in order to elicit students' perceptions of collaborative learning.

1.3 Thesis structure

This thesis is divided into six Chapters. Chapter One provides a short introduction to the thesis, presenting briefly the main ideas of and motivation for the study. Chapter Two explores the idea of collaboration as discussed in translation and education studies, taking historical and contemporary perspectives. The use of collaborative learning in the translation classroom is presented both as a response to perceived market needs, and as an effect of the adoption of social constructivism in education in general and translator education in particular. The Chapter also gives due attention to the particular ways in which collaborative learning has been implemented in translation classrooms, through the use of project-based learning and the assignment of specific, industry-inspired roles to team members.

Chapter Three presents the methodological framework adopted in this thesis: the study is characterised as a form of participatory action research, in which the researcher works with other participants to improve a practice in which they are all already involved, namely the teaching and learning of translation. The epistemological basis of the research is described as social constructivist and the affinity between this approach and participatory action research is highlighted. In this Chapter considerable space is also devoted to how mixed (qualitative and quantitative) methods are used in data collection, and to the use of grounded theory a data collection and analysis method in qualitative research, as well as the use of questionnaires in quantitative research.

Chapter Four provides a detailed description of the design and implementation of the participatory action research conducted in the current study. It sets out the research

questions the researcher wished to answer, as well as the background against which the research took place. The course in which the participatory action research was carried out, TRA 230, is described as it was before the researcher's intervention. The newly designed course is then presented, and information is given on the student participants in the research and the overall project in which they participated, namely the translation of a training manual for Common Bond. The Chapter also outlines how students were divided into groups and assigned roles within those groups, as well as the week-by-week execution of the project. The final sections of the Chapter describe the specific mixed methods data collection and data analysis procedures adopted by the researcher.

Chapter Five presents the data analysis, beginning with the qualitative analysis and then moving on to the quantitative analysis. The ensuing discussion constitutes the 'point of interface' (Morse 2009) between the qualitative and quantitative analyses, and is structured around three main categories: group interaction, group translation, and group learning.

The final Chapter summarises the main results of the research and presents its overall conclusions. It acknowledges the limitations of the study and makes a number of recommendations for researchers who intend to design collaborative translation projects in the future.

Chapter Two: Collaboration in learning and translation

2.1 Introduction

There is no doubt that the translation profession has been transformed in recent years. The intensive use of the internet and new technology has had a tangible impact on translation as a process and as a product (Doherty 2016). This technological change has been accompanied by changes in professional work practices. As Chan (2015) puts it:

Gone are the days when bilingual competence, pen and paper, and printed dictionaries made a translation. Gone are the days when a single translator did a long translation project all by himself. It is true that in the past, translation was mainly done singly and individually... At present, translation is done largely through teamwork linked by a server-based computer-aided-translation system. In other words, translation is done in a collective manner (Chan, 2015, p.44).

And some researchers, Laygues (2001) for example, criticise studies of translation that focus only on the lone translator, as they “do not take into account this growing tendency towards teamwork in professional translation” (p.173).

As this Chapter will show, the traditional image of the translator as a person working unaided in his or her office is thus not an accurate description for translators in the translation workplace these days. Rather, it has to a large extent been replaced by the image of a translator working in a team online or as an in-house translator. The changed profile of the translator and rapid changes in the translation profession require translators to acquire new skills, including teamworking skills.

The growing need to communicate and interact with other translators has encouraged translators to rely on the internet as an ideal environment for their everyday interaction. At the same time, the use of the internet has facilitated the emergence of the above-mentioned team working skills, especially for freelance translators. Increasing interaction has, in turn, been converted into a systematic attempt to build translation communities online in order for translators to share knowledge and to consult each other. Non-

professional and professional translators alike have gathered on the internet and worked as volunteers and employees for many organisations to gain experience, to improve their skills or just to share knowledge with others. Many multilingual companies have observed this new mode of translation and taken advantage of these groups, hiring them in order to complete translation projects in a shorter time and at less cost than would have been possible otherwise.

It can thus be argued that translation nowadays is to a large extent an online-based job that requires teamwork. This, in turn, has changed researchers' perspectives on the profession. In particular, the new translation market and workplace mean that new teaching and training methods are also required. The need to investigate new methods of teaching translation in order to bridge the gap between translator training and professional practice has been recognised by a number of translation studies researchers including Kiraly (2000), González Davies (2004) and Kelly (2005), all of whom have stressed the need to update the translation classroom in order to create a similar environment to the translation workplace. One of the important skills that they highlight is the ability to work in teams and collaboratively. Kiraly (2000) and González Davies (2004) in particular also propose collaborative teaching and learning models that others can follow.

However, despite the fact that researchers in the field of translation studies often view this skill as representative of a new trend in translation, teamworking skills have been used intensively by translators through history. This applies equally to the European, Chinese and Arabic contexts, as we shall see below.

In this Chapter, we explore the theme of collaborative translation through the lens of existing scholarship in translation studies and drawing on related research in education studies. The remainder of this literature review is structured as follows: in section 2.2 we

survey the literature that has attempted to define collaborative translation; section 2.3 then provides an overview of the practice of collaborative translation throughout different periods in history. This historical background serves to illustrate the fact that collaboration in translation is not a new phenomenon, and acts as a backdrop against which modern collaborative scenarios can be viewed, especially those that emerged after the advent of the internet and the use of new electronic tools that have facilitated online interaction. Section 2.4 presents an investigation into collaborative translation in the workplace and the different collaborative platforms that depend on the online ‘crowd’ to complete translation projects. In section 2.5, the focus is on collaboration as it is understood in education studies, while section 2.6 considers collaborative translation as it is used in the translation classroom. We will be interested here, in particular, in the different teaching methods that researchers and educators in this field have proposed in order to help make the translation classroom resemble the translation workplace, and to enable students to improve their teamwork skills.

2.2 Defining collaborative translation

Despite the clarity of Kiraly’s (2000, p.36) treatment of ‘collaborative learning’ in his seminal work on social constructivism in translator education (to which we return in section 2.6 below), subsequent commentators began to use the related term ‘collaborative translation’ in less rigorous and sometimes incompatible ways, to the extent that in 2016 Thelen (2016, p. 252) remarked that translation studies lacked a clear-cut definition of ‘collaborative translation.’

Translation studies scholars acknowledge the existence of ‘collaboration’ in different translation scenarios and stages of history however (O'Brien 2011), and some have suggested general definitions of the term. O'Brien (ibid.), for example, describes collaborative translation broadly as what happens when “two or more agents cooperate

in some way to produce a translation” (ibid. p.17). She also provides a narrower definition of the term, claiming that collaborative translation can also refer to the situation “where two or more translators work together to produce one translated product” (ibid.).

O'Brien's broad and narrow definitions make a useful distinction between the types of agents involved in 'collaborative' translation: in the broad definition they remain unspecified; in the narrow definition they are specified as “translators”. But her definitions treat 'collaboration' and 'cooperation' as synonyms, unlike many sources in education, for example, where important differences between collaboration and cooperation are posited (see Kiraly 2000, pp.36-38; and Thelen 2016, p.255 and below). O'Brien makes a further distinction between 'human-to-human' and 'machine-to-human' collaboration/cooperation. Given her 'broad' definition of collaboration, this presumably gives some kind of agentive status to machines, but this is not an idea that is developed by O'Brien.

O'Brien also recognises an association between 'collaborative translation' and practices variously known as “community translation, social translation, volunteer translation, fan translation, fansubbing and crowdsourcing” and acknowledges a link with “CT³”, a term coined by DePalma and Kelly (2008) to refer to the triad of “Community”, “Collaborative technology” and “Crowdsourcing”. Unlike Pym (2011) however, O'Brien (ibid.) does not suggest that any of the above terms are synonyms of 'collaborative translation'. The semantic relationship, correctly in our view, remains one of association rather than synonymy.

Pym (ibid.), for his part, assuming that 'collaborative translation' and 'volunteer translation' are synonyms, prefers the latter term on the basis that “‘Collaboration’ in English always sounds like illicit help given to the enemy” (ibid. p.77). But Pym's

“always” here is an over-generalisation that does not take into account specialised uses of the term ‘collaboration’ in areas such as organisational behaviour, public administration and education studies, among others, and his equation of ‘collaborative translation’ with ‘volunteer translation’ is, in our view, misguided anyway, as it assumes that collaborative translation is unpaid, which is clearly not the case in many scenarios.

Pym also sees ‘collaborative translation’ as a synonym for both ‘crowdsourced translation’ and ‘community translation’. However, Howe (2006) differentiates between crowdsourced translation and collaborative translation as crowdsourced translation entails the use of the internet all through the translation process whereas in collaborative translation, the use of the internet is not a must. Desjardins (2016) also explains that collaborative translation does not necessarily occur online. She maintains that group translation done among a team of students in the classroom is a perfect setting for collaborative translation (p.22). She adds that collaborative translation and crowdsourced translation are not supposed to be treated as synonyms but rather, in some cases, as complementary (ibid. p.23).

Furthermore, Gouadec (2007) defines community translation as an activity that “encompasses all translating and (interpreting) carried out to facilitate inter-community relations within a given country where diverse linguistic and cultural communities cohabit” (p.35). Community translation is thus defined by its aims and not its methods, and the nature of the collaboration (if any) between the translator or the interpreter and the community involved is not specified.

Translation studies scholars who have been particularly exercised by the confusion surrounding the definition of ‘collaborative translation’ include Cordingley and Manning (2017) and Thelen (2016). The former suggest that collaborative translation is used as an

umbrella term that includes crowdsourcing and community translation (ibid. p.16), but, as we have already seen, this is not necessarily the case. They do, however, ask a series of questions that show what is at stake in attempts to define ‘collaborative translation’:

If I sit down to translate, alone, finish the work and dispatch my text, does the translating end here? Or does it end once the text has been checked by the reviser, editor, the author, other colleagues or me again? Are the others who work on my text, publish it, sell it, read it, debate it also translating? Are they part of the translation? What if I sit down to translate with others? What if they are not in the same room, now, in the past, or the future? What if we share the text between us? What if we have to? Are we performing the same activity? What if we have separate roles? Can I do any of this alone? What if I don't know the others? What if I do not agree with them? What if they are a machine? What is collaborating, collaboration? What is translating, translation? (Cordingley and Manning, 2017, p.1)

These questions bring together a number of different variables considered by other translation studies scholars including those mentioned above. In particular, they question other agents’ involvement in the translation process. They ask if the reviser, editor, publisher, author and the other agents are part of the translation process in general and if their involvement can be called ‘translating’. They also discuss the difference between translators working together in order to produce a single translation and translators working independently to complete their part of a translation task. These questions pave the way to understanding the difference between collaboration and cooperation in general (see below) and the relationships between the members of the translation group. Cordingley and Manning also question the idea of human-machine collaboration that was proposed by O'Brien (2011) and if this form of interaction can be called collaboration.

Thelen (2016) provides a useful discussion of the term ‘collaborative translation’. He points up the conflicting uses of the term in the translation studies literature, as well as the conflation by many commentators of the concepts of collaboration and cooperation. Thelen himself makes some unnecessary generalisations, casting ‘volunteer translation’ as a subordinate of ‘collaborative translation’ (p.256), for example, without considering that depending on the ontology one is creating, ‘volunteer translation’ could just as easily

be seen as a superordinate of ‘collaborative translation’. In multidimensional classifications (Bowker 1995), especially of socially constructed phenomena, we would argue, different concepts can be seen as ‘superordinate’ depending on the priorities of the analyst, and such classifications must be seen as contingent and mutable. Having said that, Thelen’s detailed analysis of the prototypical characteristics of both collaboration and cooperation, reproduced here in Table 1, goes to the heart of the matter.

Thelen (ibid.), drawing on research in education studies, holds that collaboration in translation is different from cooperation. He compares the features of the two activities in order to understand their differences (Table 1, from Thelen 2016, p.261), noting that the main difference lies in the division of labour between collaborative participants and cooperative participants, where the latter work independently to do a translation and each member is responsible for his or her own work, while collaborative translation groups negotiate and discuss the translation together and they agree on the final translation. This perspective is consistent with Kiraly’s (2000, p.36) approach to collaboration, on which Thelen draws, and which is addressed in detail in section 2.6 below.

Table 1: Thelen’s Comparison of Collaboration and Cooperation (2016, p.261)

Collaboration	Cooperation
on an activity to produce or create something/accomplish a task or project	same/common goal
direct, simultaneous interaction between participants: may be synchronous and asynchronous	participants first work separately on their assigned parts of the task/job/problem and then bring all the parts together
involves negotiating/discussing between participants	division of labour between participants
mutual agreement required between participants	participants are responsible for their part of the task/job/problem
.....	“mutually beneficial exchange instead of competing” (online Business Dictionary)

Based on the above features, Thelen (ibid.) concludes that:

Collaborative translation may be defined by the following features: (1) [it] applies to an activity to produce (or create) something/to accomplish a task or project; (2) there is multi-participant synchronous and/or asynchronous interaction; (3) it involves negotiating/discussing between participants; (4) there may be a division/distribution of labour; (5) it can (but need not) be decentralized and self-organized; and (6) mutual agreement is required between participants.

Kiraly (2000) also draws on education studies to define collaborative learning and collaborative translation, and his contribution, as well as Thelen's own operationalisation of collaborative translation in the translation classroom, are discussed in more detail in section 2.6 below.

Thelen's (2016) definition of collaborative translation, formed by presenting its features and comparing it with cooperative work, gives a clear picture of collaborative translation, and can be operationalised in different settings, for example the translation classroom or the translation workplace. In this research, Thelen's definition of collaborative translation is adopted because of its clarity, its consideration of multiple factors, and its consistency with much of the literature in education studies, and especially with Kiraly's (2000, 2005a, 2005b, 2012a, 2012b, 2013) treatment of collaboration in translator education. Thelen's definition can also account for historical instances of translation collaboration, unencumbered as it is by references to technologies that can assist in collaborative translation (see Désilets and Van der Meer 2011) but are not essential to the definition of collaborative translation.

2.3. Collaborative translation through history

Translation has been practised throughout history in order to facilitate the process of communication between different cultures. Moreover, translation has played a vital role in disseminating knowledge and science in different parts of the world. Many scholars

have viewed this translation practice as a task completed by a single bilingual translator, however (Montgomery 2000, p.4).

However, there is evidence in many books and old manuscripts, especially religious manuscripts, that teams of translators have been involved in different kinds of collective translation down through the ages (ibid.). Recently, translation studies scholars have started to examine this phenomenon and its occurrence throughout history.

2.3.1 Collaborative translation in Europe

Bistu  (2013) investigates the phenomenon of collective translation throughout history in Europe. She defines collective translation simply as:

A translation carried out by a team of translators that includes two or perhaps more translators, each a professional in one of the languages involved (ibid. p. 16).

She argues that the process of collective translation dates back to the twelfth and thirteenth century (ibid.), explaining that many European translators had travelled, during that time, to cultural centres in the south of the European continent in order to gain access to Arabic, Greek and Hebrew manuscripts, and to meet with experts in these languages in order to help them with translation. Their work resulted in an abundance of translations from Arabic writings and manuscripts that had been originally translated from Latin and Greek. Bistu  cites as a good example of such activity Avicenna's *De anima*, the Latin version of which was completed in twelfth-century Toledo (ibid. p.19).

Moreover, Bistu  (ibid.) explains that there is ample evidence that translators all over Europe performed collaborative translation in different eras, in order to translate scientific, philosophical and religious books. She explains, however, that early modern theorists of translation rejected the techniques of collaborative translation as an unthinkable practice (p.193).

Other scholars in the translation field have tried to define the concept of collaborative translation by studying the history of translation practice and the role of the translator through the prism of institutional translation, especially during the Renaissance era in Europe (Kang 2009, p.141). According to Kang (2009), this era witnessed the beginning of institutional translation, which is defined as "a type of translation that usually takes place in institutional settings and where the translator works in and for this institution" (p.141). The translation work within these institutions was carried out by groups of individuals, with exceptional knowledge and skills, and was based on clear principles and language guidelines (ibid. p.142).

Kang further cites the Bible translation project commissioned by King James I of England during the seventeenth century as a good example of a collaborative translation within an institution. The systematic approach adopted in this translation project involved forty-seven scholars divided into six committees, who were charged with revising each other's work in addition to translating their part of the text. All of the translators worked with detailed guidelines from the king. The project was initiated in order to create a cohesive and comprehensible English version of the Bible, and it required a group of skilled translators and scholars in this field to do the job in a collaborative manner in order to ensure that the quality was of a high standard (ibid.).

Finally, even if the trope of the lone translator is common in literary translation circles, it is not difficult to find instances of collaboration in this area. In the European context, the translation of James Joyce's *Ulysses* into French provides a good example: three translators – August Morel, Stuart Gilbert and James Joyce himself – produced the French version of *Ulysses* in 1930, with a group of Joyce's students also helping to present the final version. The three translators were honoured on the title page of the French version of the novel. The translation of *Ulysses* is a good example of collaboration between the

original author of the text and translators, which enables the author to explain the ambiguities of the text to the translator, and the translator to search for an equivalent word in the language involved (Wawrzycka 2009, pp.126-133).

2.3.2 The Chinese collaborative translation tradition

Collaborative translation was documented in China in the second century (C.E.) in the translation of Buddhist scripts (Hung 2014, p.145). According to Hung, collaborative translation in China in the second century was conducted in different scenarios. The first scenario involved two translators who had to translate an original text into Chinese. One translator was an expert in both the source language and Chinese and the other was an expert only in the Chinese language but did not know the source language. The translation process according to this scenario was a mix of oral and written translation. It involved a degree of consultation and clarification all through the process in order to ensure the quality of the translation (ibid. p.3). According to Hung, the translator who was an expert only in Chinese was credited as the translator, but the other translator was mentioned in the preface of the translated version.

In the second scenario, one of the translators did not know the Chinese language but had an excellent knowledge of the text involved (in the source language); the other translator was an expert in both Chinese and the source language. A small number of people assisted both translators in copying the translation and producing the final version. The translator with no knowledge in Chinese was credited as the translator (ibid. p.5).

Finally, the third scenario involved three translators where two translators worked together to produce a Chinese translation. Another translator who was Chinese, but had no knowledge of the source language, decided if the final translation needed further work and editing by comparing different Chinese versions with the translation. Then he made

some adjustments to the translation in terms of style and language and produced a new version. Surprisingly, the last translator, who knew Chinese but nothing about the source language, was credited as the translator (ibid. p.6).

Furthermore, Hung argues that cultural translation activities in China depended greatly on collaborative work up until the 19th century. She adds that western and contemporary Chinese translation scholars' attention has focused on the bilingual lone translator, despite the fact that the old Chinese tradition viewed translation as a product of teamwork. In light of this fact, she stresses that the translation process in China in the past involved more than one person, and each contributor in this process had responsibilities and contributions that were clearly defined and recognised. Moreover, she holds that the notion of collaborative translation throughout history has created a framework that may be useful for studying the notion of contemporary collaborative translation (ibid. p.9).

2.3.3 The Islamic Golden Age

Translation in the Arab world, especially during the Umayyad Period (661-750 C.E.) and Abbasid Period (750-1258 C.E.), played a significant role in the dissemination of science and other forms of knowledge. Several Arab translators during these two periods, for example Ibn Ishaq and Qurah Ibn Thabet, translated many Greek scientific, philosophical and medical books into Arabic (Mehawesh 2014). In these two important eras in the Arab and Islamic world however, the focus was on the lone translator and not on the team of translators, according to Mehawesh (ibid. pp. 685-688). Despite the fact that during the Abbasid period, Caliph Al-Ma'mun founded the 'House of Wisdom', which was an intercultural centre and a translation institution for translators from different parts of the Arab world, there is insufficient evidence to show that these translators worked together in order to produce a translation. Each translator talked about his own translation

approach without mentioning any kind of collaboration with other translators during that period (ibid. p.684).

Baker (2009) however, describes how Ibn Ishaq, one of the most famous translators during the Abbasid period, took charge of all scientific and medical translation work, with his son, nephew and other students and members of the school in the House of Wisdom, and how they translated into Syriac and Arabic a large amount of Greek medical material with Ibn Ishaq commenting on his and his students' translation (p.332). Therefore, we cannot rule out the possibility that there was some sort of collaboration between Ishaq and his associates. His nephew, Jaeish bin Hassan, in particular helped him in translating 20 Greek books, but Ibn Ishaq did not explain the systematic approach, if any, adopted in this collaboration (Kaddan and Mahrouseh 2011).

Likewise, teamwork in translation is documented in Arabic in different periods during the seventh and eighth centuries for other purposes, for example in the large-scale government translation projects that were carried out in Baghdad (Kang 2009, p.144). In addition, while Quran translation throughout history was traditionally practised by a single translator, collective efforts in translating the Quran have been documented, the case of Marmaduke Pikhthall's translation being a good example. Pikhthall mentions in the preface of his translation published in 1922, that a group of people helped him in producing the final version of the translation of the meaning of Quran. He lists the names of scholars who helped him in this project, but he does not mention to what extent their contribution helped in producing the final version (Abu Almajd 2012).

Another instance of collaboration in translating the meaning of the Quran is the 18th century English version translated by Gorge Sale, which is considered a unique version.

Sale mentions in his preface that he consulted both European and Arabic authorities in order to understand the meaning of Quran (Zandonella 2013).

It is clear in the above-mentioned cases that without the collaborative work that was done in order to translate the meaning of the Quran, the translation would have been difficult to achieve, especially when we consider that neither of the above translators were native Arabic speakers. Neither translator, however, clarifies the process of collaborative translation that they adopted in their translation.

2.3.4 Concluding comments

History is full of examples where translators from different parts of the world have practised collaborative translation. It is clear from the above discussion that collaborative translation in the past was defined as a process in which a group of translators or other actors helped each other in a translation task. Furthermore, this translation approach was conducted in different forms and scenarios, which involved monolingual translators and bilingual translators who collaborated to produce a translation. In addition, collective translation not only took the form of collaboration in the translation process, but it also involved other processes like copying, revising, editing and proofreading. It also took the form of collaboration between the original author of the text and the translator, or collaboration between the translator and his students.

2.4 Contemporary collaborative translation

Today's collaborative translation is somewhat different from the historical practices mentioned in the previous section. The advent of the internet and the intensive use of electronic tools have created a new type of collaborative translation. The internet has offered translators an interactive environment that enables them to communicate effortlessly and to share knowledge and information. The new electronic tools available

to translators like machine translation and translation memories have contributed to shortening the time needed to finish a translation task. In turn, the translation process is quicker, and the quality of the translation has to a large extent improved (Austermühl 2001, p.8).

The rapid increase in the number of documents that need to be translated into different languages, and the fact that the internet has become increasingly global, have also encouraged different forms of collaboration in the area of translation. Human-to-human collaboration and new approaches which involve machine translation (O'Brien 2011) and social media are contemporary collaborative forms that have been the focus of attention in the translation field recently. Kelly et al. (2011), drawing on work by Beninatto and DePalma (2007), point to how collaborative translation models began to emerge in which translation could be accomplished completely in a virtual, web-based or cloud-based environment (ibid. p.77), which in turn created online groups and new forms of translation like crowdsourced translation, user-generated translation and cloud-based translation. The emergence of collaborative translation according to them has occurred as a result of the many disadvantages of the TEP (translate, edit and proofread) model adopted by many translation agencies (ibid.).

Translation collaboration can still be face-to-face, where translators meet in an office or elsewhere in order to do collaborative work. However, the advent of the internet, which facilitated remote interaction between people and the emergence of online communities, has created a virtual world in which translators can practise this type of translation effortlessly. These communities have developed a new way of translating where non-professional and professional translators can collaborate in different translation activities to complete projects for, for example, multinational corporations, including social media companies, translation agencies, or non-governmental organisations. Researchers have

started to recognise this mode of translation in the workplace, and some have suggested that the ideal translation process should be systematic and more organised, by being divided into different stages and tasks, with each task assigned to a different team member with a different role, such as terminologist, documentarist, translator, reviser and project manager (Olvera-Lobo et al. 2009, p.165). The division of labour in collaborative translation is also discussed by Jiménez-Crespo (2017), who explains that technology has helped in multiplying the different types of collaboration that occur online amongst translators. A particular type of collaboration, according to Jiménez-Crespo, occurs between the translator and the reviewer while using cloud-based applications designed for translators, which makes it possible for a single document to be revised by many agents. He states that this type of collaboration between translators and revisers is the focus of the crowdsourcing and online collaboration studies (p.18, and see below).

Researchers have also studied the motivation that leads translators to join volunteer translation groups. Personal, social and commercial motivations are among other motivations that have encouraged many novice translators to take part in such projects (O'Brien 2011, p.18). In addition, Olohan (2012) focuses on volunteering activities in the translation industry and introduces another motive, namely 'altruism', which describes the motive that encourages students to volunteer in a translation project for the public good and due to their desire to share knowledge with others (p.209).

Collaborative translation in general in the workplace is a trend that poses many questions and requires further investigation. Of all the types of collaborative translation, 'crowdsourced' translation has been most controversial, and we turn our attention to it below.

2.4.1 The advent of crowdsourcing

Surowiecki (2004), an American journalist and the author of *The Wisdom of Crowds*, laid the foundation of today's crowdsourcing model. He argues that large groups of people "are smarter than an elite few, no matter how excellent the individual expert is at solving and handling problems, coming to wise decisions and even predicting the future" (Surowiecki 2004, p.1). He claims that groups of people or crowds can make unexpectedly good decisions in collecting information and solving problems compared to an individual professional. In addition, he stresses that crowd diversity, independence and decentralisation are necessary conditions for a successful crowdsourcing model. People from diverse backgrounds and probably cultures under the right circumstances can make astonishingly good decisions and add different perspectives to the group in a given task. He adds that groups are remarkably intelligent, and are often smarter than the smartest people in the group. He also argues that when the crowd's imperfect judgments are aggregated in the right way, collective intelligence is often excellent (ibid. p.1). This intelligence is what he calls "the wisdom of crowds".

In 2006, a new term was created in the field of domestic and global business, namely 'crowdsourcing'. The term was coined by the Wired Magazine writer Jeff Howe, who defines crowdsourcing as

The act of taking a job traditionally performed by a designated agent (usually by an employee) and outsourcing it to an undefined generally large group of people in the form of an open call (Howe 2006).

The aim behind adopting such a model is to get the job done with less cost and in a shorter time, which is especially important for fledgling companies and institutions with low budgets and a small number of employees (ibid.).

Brabham (2008), who defines crowdsourcing as "an online, distributed problem-solving and production model" (ibid. p.76), stresses the fact that for a crowdsourcing model to be

successful it should be internet-based. The web provides the perfect technology that is capable of aggregating millions of ideas and information from the crowd.

Brabham illustrates a number of conditions that Surowiecki (2004) suggested in order for a crowdsourcing model to be successful, for example, crowds need to work independently in a decentralised manner. She also argues that the web enables a certain kind of thinking and stimulates a kind of innovation among the crowd. Furthermore, the web encourages the crowd to think in a creative way to solve a given problem. In addition, it provides the means for individuals from different backgrounds and cultures to cooperate in a single, dynamic environment. She concludes that further research is needed to examine how members of the crowd feel about their role. She highlights the idea of new ethics that should govern this type of employment in the future in order to avoid enslavement and exploitation of the crowd's intelligence (ibid. pp.76-77).

Estellés-Arolas and González-Ladrón-de-Guevara (2012) suggest an integrated definition for crowdsourcing which contains similar elements to Brabham's:

Crowdsourcing is a type of participative online activity in which an individual, an institution, a non-profit organization, or company proposes to a group of individuals of varying knowledge, heterogeneity, and number, via a flexible open call, the voluntary undertaking of a task. The undertaking of the task, of variable complexity and modularity, and in which the crowd should participate bringing their work, money, knowledge and/or experience, always entails mutual benefit. The user will receive the satisfaction of a given type of need, be it economic, social recognition, self-esteem or the development of individual skills, while the crowdsourcer will obtain and utilize to their advantage that which the user has brought to the venture, whose form will depend on the type of activity undertaken. (Estellés-Arolas and González-Ladrón-de-Guevara 2012, p.197)

The above-mentioned researchers try through this wordy definition to answer many questions about this new concept in today's business realm. They explain, like Brabham (ibid.), that crowdsourcing in general is internet-based. The internet is an important element for crowdsourcing since it provides users with a suitable environment and tools for participation. The group, which may involve volunteers or employees, and the task,

are the central features of this activity; the final important element is the reward that the group will reap at the end of the task. Estellés-Arolas and González-Ladrón-de-Guevara divide rewards into economic and social satisfaction and this includes rewards provided by non-profit organisations and for-profit organisations and companies.

However, the previously mentioned studies have concluded, according to Jiménez-Crespo (2017), that definitions of crowdsourcing are likely to be ‘fuzzy and inconclusive’, due to the fact that different types of crowdsourcing continue to arise (ibid. p.12). Estellés-Arolas and González-Ladrón-de-Guevara (2012) conclude that “The term ‘crowdsourcing’ is a term in its infancy” (p.198) and this new phenomenon still needs more investigation in order to create a fixed ideal definition to describe it. However, Jiménez-Crespo (2017) argues that all the efforts to give a single ideal definition to crowdsourced translation may not bear fruit due to the latter's connection to the practice of translation which thus far does have a single definition (ibid. p.12).

2.4.2 Crowdsourced translation

Translation scholars and business intelligence companies such as Common-Sense Advisory (CSA) have started to research crowdsourcing within the translation industry context. CSA, for example, considers it a new translation model that presents opportunities for organisations to translate content that might otherwise not be financially feasible to offer in other languages (DePalma and Kelly 2008, p.3). Likewise, the European Commission (2012), in an exhaustive study about crowdsourced translation, claims that crowdsourcing has transformed the translation process. Different translation sectors have benefited from this model such as the audio-visual sector, where fan subbing has started to become a recognised practice. Promising results in the field of audio-visual translation show that this new method may replace the traditional translation methods. The report also discusses the role that social media plays in order to publicise this new

method in translation. As elsewhere, Facebook is presented as the most well-known example of crowdsourcing (ibid.). O'Hagan (2017) explains how the Facebook translation initiative, which was launched in 2008, had succeeded in making its English website available in 104 languages and dialects by late 2013 (ibid. p. 26).

DePalma and Kelly (2008) argue in the aforementioned report that collaborative tools, open sourcing concepts, and new work processes could increase translation efficiency. and conclude that this new method of translation may replace the traditional way of translating and create groups on the internet who are willing to do many translation tasks in a shorter time and for free or at a low cost (ibid. pp.3-4). Consequently, this new method of translation could have a great impact on the economics of translation in the future. Similarly, the European Commission expresses the concern that unpaid or low-paid crowdsourced translation jobs can make this new model look like a type of modern slavery (European Commission 2012, p.16).

Crowdsourcing in translation often involves the production of a translation by a group of volunteers that includes both professional and non-professional translators. This has led scholars to raise many questions, for example, about the lack of professionalism among some translators and its effect on the quality of the translation provided (Jiménez-Crespo 2013, p.194). Many scholars have argued that the quality of translation provided by online groups or volunteers might be lower than that provided by professional translators (ibid. p.196). To address this concern, many multilingual companies have established quality control mechanisms, in order to provide their customers with a high standard translation. The great success that Wikipedia has achieved has not prevented many scholars from criticising the online encyclopaedia, which is created and translated using the crowdsourcing model. Issues like quality, reliability and validity of the information

provided by crowds were among many other issues that the encyclopaedia founders had to face (European Commission 2012, pp.13-14).

Despite such misgivings, the crowdsourcing of translation can offer a number of advantages even for translators, who can benefit from the approach in order to cope with the huge volume of translation work (ibid.). Another advantage is that crowdsourcing is a human activity that encourages talented people to participate and share their knowledge with others. It opens many doors to many gifted people to show their abilities and to contribute to a given task (ibid.).

The above-mentioned examples of crowdsourced translation give an idea of how this new method of procuring translation can be used as a potential business model. However, this new model is now used not only in business, but also as a communication tool during emergencies (Hu et al. 2011) and in times of political conflict (Sutherland 2013), although Sutherland (ibid.) points to a number of risks that this may entail (ibid.).

2.4.3 Concluding comments

Summing up, the emergence of crowdsourced translation may change the translation process, as we know it. It is a new practice in translation that involves a group of individuals, whether they are volunteers or employed by a company, professional or non-professional, working for an organisation or a company in order to complete a translation task online. The task is probably done for free or for a lower price than usual. Cost saving and quick turnarounds are certainly some of the advantages of this new method. The fact that huge numbers of volunteers are available to do the task is another benefit. However, this new method has many disadvantages. It is not easy to manage the translation process online with such a large number of participants, for example. In addition, issues may emerge related to the quality of the final translation.

2.5 Collaboration in education studies

This section investigates collaborative learning as has been practised for many years by educators all over the world. In this section, a brief history of the origin of collaborative learning will be given in order to understand the educational need that led to the creation of this pedagogical practice. Different definitions of collaborative learning will then be examined in order to understand the elements of this practice. In addition, the educational advantages and disadvantages of collaborative learning will be explored briefly. This section will serve as a general overview to collaborative learning, and it aims to connect this commonly used teaching approach to collaborative translation teaching and training.

2.5.1 The seeds of collaborative learning

Collaborative learning has been widely used in different educational institutions throughout history. Dewey, an American educator, and Vygotsky, a Russian developmental psychologist, were among many other educators who contributed to the development of this teaching and learning approach.

John Dewey (1859 – 1952), an education philosopher and reformer, made the most substantial contribution to educational philosophy and practice in the 20th century. One of the founders of progressive education and social constructivism, Dewey's educational approach is mainly concerned with interaction, reflection and experience in the classroom (Devendorf 2012, p.4). According to Dewey:

The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him/her in properly responding to these influences. (Dewey, in Devendorf *ibid.*).

From the above quote, it can be inferred that the teacher is no longer the only source of knowledge and authority in the classroom. His/her role as a teacher is not to impose ideas or habits on the child. The teacher is an assistant and facilitator who helps the child

respond properly to certain influences from the community that might affect the child. In other words, it is the child's reactions and responses to these influences that matter most in the learning process. This statement, according to Devendorf (ibid.), created debate in the field of education regarding the shift of authority in the classroom. Educators argued that this approach could make the teacher lose control of the classroom and they were uncomfortable with the idea of the child-centred environment that Dewey tried to promote. The concept of student-centredness in education was, however, adopted later by many modern educators as an alternative to teacher-centred education.

According to Dewey (1974):

The only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself. Through these demands, he is stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling, and to conceive of himself from the standpoint of the welfare of the group to which he belongs. Through the responses which others make to his own activities he comes to know what these mean in social terms (ibid., p7).

A child's education, therefore, according to Dewey, should be based on the demands of the social situations that the child experiences in real life. The child is part of a group in the school where he finds himself forced to act as a member of a unity. The group responses and reactions to the child's activities make him construct knowledge and meaning with the help of this society. School, according to Dewey, is a society and children are members of this society and through their everyday interaction, they learn and develop. He argues that children should be prepared for the future. He suggests that educators should create an intimate relation between the processes of real experience and education (ibid. p.20). Dewey argued that progressive education should allow students to "share in the formation of the purposes which activate them" (Boydston 1988, p.46).

Vygotsky (1896- 1934) is another educational reformer and philosopher whose ideas have influenced many educators in the modern age. Vygotsky's principles in education

are based on the idea of encouraging students to work together in order to learn more from each other. According to Vygotsky “it is through others that we become ourselves” (Cole 2007, p.56). Vygotsky argues that social interactions play an important role in the process of “cognitive development” in the child’s education (ibid. p.34). He introduces the concept of the “zone of proximal development” to education studies, which is defined as:

The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers (Vygotsky 1978, p.86).

He views the student’s interaction with more skilful peers in the classroom as an effective means of learning. He suggests that teachers in the classroom should encourage their students to work collaboratively in order to learn from each other. Within the “zone of proximal development” and with the appropriate assistance from the teacher, the child will be given the chance to finish a task more effectively. Interaction among students in the classroom according to Vygotsky, as Chaiklin (2003, p.54) argues, is used to assess the child’s mental development. It provides an opportunity for children to interact and to solve a problem.

By applying the principle of cooperation for establishing the zone of proximal development, we make it possible to study directly what determines most precisely the mental maturation that must be realized in the proximal and subsequent periods of the child’s stage of development. (Vygotsky 1998, p.203)

Both Vygotsky and Dewey laid the foundation for the development of the social constructivist approach in education that supports the idea of interaction in the classroom. They both contributed to the educational reform that started at the beginning of the 20th century to change the traditional classroom which viewed the pupil/student as a passive learner and the teacher as the only source of knowledge and authority in the classroom.

2.5.2 The social constructivist approach in education

Social constructivism is an educational theory that centres on the idea that “an individual person constructs his or her knowledge through the process of negotiating meanings with others” (So and Brush 2008, p.320). The approach, as explained by Beck and Kosnik (2006), focuses on the role of the student in the classroom and their contribution in the learning and teaching process (ibid. p.10). The social constructivist approach supports the idea that knowledge is experience-based, students bring their everyday experience and activity to the classroom and they learn from these experiences and they develop new ones as well (ibid. p.11). Learning according to this approach is social (ibid. p.20). By systematically creating a learning community in the classroom, such groups provide social and emotional support to their members. The group also provides educational support to its less skilful members (ibid. p.12). This educational approach gives students the chance to initiate a dialogue among their peers and with their teacher (ibid. p.12). The role of the teacher is that of a facilitator who helps students to collaborate in order to construct knowledge and solve problems through their everyday interaction (Alzahrani and Woollard 2013, p.891) (see also Kiraly 2000, González-Davies 2004).

It can be seen from this short introduction to social constructivism in education that collaboration among students in the classroom is one of the most important principles of this approach.

2.5.3 Collaborative learning

In order to define collaborative learning, it is important to understand the educational need that helped in developing it. Bruffee (1984), for example, explains the rationale behind using collaborative learning in English writing and literature classes. The main rationale for using collaborative learning in the classroom, according to him, is that writing is a social practice, being “related to conversation in both time and function” (p.641). He further explains:

My ability to write this essay, for example, depends on my ability to talk through with myself the issues I address here. And my ability to talk through an issue with myself derives largely from my ability to converse directly with other people in an immediate social situation (ibid.).

Bruffee (ibid.) then encourages writing teachers to engage their students in conversation in the classroom in both the writing and reading process (p.642). He further argues that collaborative learning provides a social context in which students can practise different forms of conversation that later create a community in the classroom (p.642), and that knowledge can be constructed through collaborative learning and interaction in the classroom:

We establish knowledge or justify belief collaboratively by challenging each other's biases and presuppositions; by negotiating collectively toward new paradigms of perception, thought, feeling, and expression; and by joining larger, more experienced communities of knowledgeable peers through assenting to those communities' interests, values, language, and paradigms of perception and thought. (ibid. p.646)

It is partly through challenging others to establish new perceptions, thoughts or feelings that knowledge is constructed by negotiation and conversation. Bruffee tried in this essay to encourage composition and literature teachers to adopt collaborative learning in their classroom to help them overcome different educational problems especially while dealing with poorly educated students entering American colleges who tried to improve their skills and failed on certain occasions because of the traditional classroom learning that was used at that time (p.637). He concludes that students in American colleges needed an alternative teaching and learning approach and this alternative as outlined in the essay is collaborative learning.

In order to understand the elements of collaborative learning, different definitions of this approach are analysed in this section.

Smith and Macgregor (1992) provide a comprehensive definition of collaborative learning, specifying many of the dimensions of this approach:

“Collaborative learning” is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. In most collaborative learning situations students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. There is wide variability in collaborative learning activities, but most centre on the students' exploration or application of the course material, not simply the teacher's presentation or explication of it. Everyone in the class is participating, working as partners or in small groups. Questions, problems, or the challenge to create something drives the group activity. Learning unfolds in the most public of ways (p.11).

Collaborative learning is thus a blanket term that includes a myriad of educational methods that encourages groupwork. According to this definition, the collaboration is not only among the students themselves but also it might occur between the students and the teacher, which explains why on certain occasions a teacher could be a member of the group. Group work is an important element here where students can form a group of two or more and they search together in a form of a joint effort to find a solution, a meaning, or to create a product together. Collaborative learning activity, according to this definition, has different forms but the core of these activities is students' application of the course material rather than their reliance on the teacher's presentation or explanation of these materials.

Teacher-and student-collaboration are explained here as a type of collaboration without explaining the nature of the collaboration that might occur between the respective parties. This general definition also introduces collaborative learning without discussing the learning environment and type of class suitable for this educational approach. Finally, Smith and Macgregor suggest that all the students in the collaborative learning process participate in the class without explaining how to ensure that each student will participate in the first place. They argue that the rationale behind using this approach is to encourage students to be socially and intellectually involved in the educational process (p.13). In addition to that, they argue that collaborative learning creates a healthy environment for cooperation that cultivates teamwork and leadership skills (p.14).

Panitz (1999) attempts to define collaborative learning by first defining the word collaboration in general and comparing collaborative learning to cooperative learning. In this section, the focus is on his definition of collaborative learning and in the second section, the focus will be on his comparison between collaborative learning and cooperative learning. According to Panitz, collaboration is an interaction philosophy and personal lifestyle where the people who work in such environments are responsible for their actions including learning from others and respecting others' abilities and contributions within this environment (p.3). In other words, Panitz focuses not only on the educational benefits of this approach but also on the social benefits of collaborative learning.

In addition, he highlights the fact that this approach is not only used in the educational domain but it is also used in different fields in life and this adds to the meaning of collaborative learning as a personal lifestyle that can affect the person in the premises of any educational institution and outside (p.4). Then he argues that collaborative learning is based on the following principles:

1. working together results in a greater understanding than would likely have occurred if one had worked independently.
2. Spoken and written interactions contribute to this increased understanding.
3. Opportunity exists to become aware, through classroom experiences, of relationships between social interactions and increased understanding.
4. Some elements of this increased understanding are idiosyncratic and unpredictable.
5. Participation is voluntary and must be freely entered into (p.12).

He assumes that collaborative learning is group work that results in a greater understanding of the task than if a person works independently. According to Panitz, spoken and written interactions are two methods that contribute to the group understanding of the task; here he agrees with Bruffee (1984) when the latter describes writing as a social practice. He explains that social interaction increases group understanding as well but some of the elements of this understanding are random, unpredictable and individualistic. Finally, voluntary participation in a collaborative

learning task makes the individual involved feel more free which could result in an increased sense of responsibility towards his/her participation and increased freedom to express his/her ideas and opinions and to share them the other participants (p.12). Pantiz (ibid.) argues that student-teacher and student-collaboration are vital in the classroom in order to make the learning process more productive (pp.12-13).

Roschelle and Teasley (1995) argue that collaborative work between peers in the classroom provides students with a rich studying environment. The social situations occurring in this environment maintain the students' motivation and encourage them to communicate verbally (p.69). They explain that collaboration, in general, describes a wide variety of behaviours and it occurs when more than one person works on one task (p.70). They propose a definition of collaboration in their research, which discusses mainly collaborative problem solving involving a computer simulation of concepts in physics (p.60). The definition is as follows:

Collaboration is a coordinated, synchronous, activity that is the result of a continued attempt to construct and maintain a shared conception of a problem (p.70).

Collaboration is seen here as a systematic approach that allows its members to work at the same time in order to create a shared understanding of a problem and to find solutions to this problem (p70). Roschelle and Teasley (ibid.) mainly focus on one outcome of group collaboration, namely problem solving, and believe that collaborative problem solving occurs:

in a negotiated shared conceptual space that is constructed through the external mediational framework of shared language, situation, and activity not merely inside the cognitive contents of each individual's head (p.70).

Redes (2016) adds that collaborative learning provides students with the opportunity to develop different learning skills, such as critical thinking skills, interpersonal and team working skills, and to do so in an environment that promotes “cooperation rather than completion” (p.353).

Collaboration here is, thus, seen as a solution to the traditional competitive learning approach, which encourages students to act independently in a competitive environment and where a prize for the winner is one of the methods used to acknowledge the “best” performer (Cantador and Conde 2010, p.2).

Simply putting students together to form a group is not what collaborative learning means, however. In order for this approach to be successful in the classroom, as Barkley et al. (2014) argue, the teacher’s role is to organise this group and to intentionally encourage this group to interact to achieve an educational purpose (p.4). Co-labouring is an important feature of collaborative learning where students must engage in the activity designed for the group and work together to achieve the objective intended for the group. Each member of the group should be involved in this process. Meaningful learning is an important feature in this process where each member of the group should work hard to deepen his/her knowledge or understanding of the task provided. The task should be designed carefully to achieve an educational aim (p.4). Students feeling responsible for their work, and shifts of responsibility among the participants, are other features of this process (p.5). Barkley et al. (2014) stress the need for “students labouring together” to share the workload “equitably as they progress toward an intended learning outcome” (ibid. p.5).

The teacher should make sure thus that the students in a group work together and none of them is left without a task to complete with the help of the other participants. The workload should be divided equally among these participants. The goal should be outlined clearly from the beginning of the task in order for the group to direct their efforts and work towards this goal. In addition, it can be recognised here that the teacher is not involved in the group work. His/her work is to organise the group work and to build a well-structured curriculum.

Another up-to-date definition of collaborative learning is the one that is suggested by Andreatos (2009):

Collaborative learning is a coordinated synchronous and interactive activity of joint problem solving. Partners attempt to construct and maintain a shared conception of a problem in order to arrive at a joint solution: learning (p.21).

This definition is also another way to look at this learning approach. By describing collaborative learning as a coordinated synchronous activity, Andreatos stresses the participants are working at the same time in order to finish the task which is the core meaning of collaborative learning as explained earlier by Roschelle and Teasley (1995). Also, it is an interactive activity where joint work is an important element to find a solution to a common problem. The participants in this group attempt to share understanding of the problems in order to find a joint solution. Andreatos here stresses several times in his definition that in collaborative learning the final product or solution in this process should be a result of joint work.

Another important issue regarding collaborative learning is the use of the internet and new technology to facilitate communication among students in online environments. Barkley et al. (2014) explain that online collaborative learning differs from face-to-face collaboration in that an intentional design and structure is a must, unlike in collaborative learning, which could happen spontaneously in the classroom (p.5). Using new technology and the internet is necessary as well. Co-labouring is important in both face-to-face collaborative learning and online collaborative learning, but in the latter case without the need for physical presence and communication (ibid.). Communication is often asynchronous online whereas face-to-face collaborative learning communication could be synchronous or asynchronous. Students in a face-to-face collaborative learning assume some kind of authority over their work in the classroom but in online

collaborative learning measuring the authority of the students over their work can be challenging (ibid.).

2.5.3.1 Collaborative vs cooperative learning

Cooperative learning is another form of group work in the classroom where students work together to achieve a common goal. Many educators use the term ‘cooperative learning’ interchangeably with ‘collaborative learning’ (Barkley et al. ibid.). According to Bruffee (1995), cooperative learning is different from collaborative learning in terms of the shift of authority in the classroom. Bruffee states that collaborative learning aims to shift the focus from the teacher into the group unlike cooperative learning where the teacher plays an important role as a guide who helps students to achieve their goal (p.17). The teacher has the authority in the cooperative learning classroom, but in the collaborative learning classroom students work independently without the help of the teacher, and the teacher’s job is to monitor their activity.

As already mentioned, Panitz (1999) defines collaborative learning “as a philosophy of interaction and a personal lifestyle” (p.3). This definition of collaborative learning may not be easily operationalised because it does not contain specific elements that a teacher or a lecturer can apply in the classroom. Panitz (ibid.) defines cooperative learning, on the other hand, as “a structure of interaction designed to facilitate the accomplishment of a specific end product or goal through people working together in groups”.

The difference between the two types of group work, according to Panitz, lies in the fact that students in the collaborative learning class are completely responsible for their work and the learning outcome as they work without seeking the help of the teacher. Here, as in Bruffee (1995), accountability and responsibility are important features of collaborative learning. The group members share the authority over the learning process and the teacher is the organiser, facilitator or collaborator, in the group itself.

On the other hand, cooperative learning, according to Panitz, is a closely controlled activity by the teacher and it is more teacher centred than collaborative learning which he considers a student-centred approach (1999, p.5). This means that cooperative learning should be a well-structured activity and organised by the teacher in order to achieve a specific goal, features that make cooperative learning different from collaborative learning. Collaborative learning, on other hand, does not need to be a structured activity. Collaborative learning may occur spontaneously in the classroom and can be initiated by students (Slavin 1997, p.280). This distinction is not always useful, however, as sometimes structured cooperation occurs spontaneously.

Collaborative learning, according to Panitz, cultivates dialogue and discussion among group members (ibid. p.60) which is an important activity that helps in developing the student's interpersonal and communication skills. According to Barkley et al. (2014), the teacher in the cooperative learning classroom is the expert in the subject matter (p.7). This is another way of saying that the teacher is still the source of knowledge in the classroom, which means cooperative learning has some similar elements compared with the teacher-centred approach. The teacher's authority in the classroom is to design well-structured learning tasks suitable for the group and to monitor the group's activities and to see that each is engaged in the task (p.7). On the other hand, Barkley et al. (2014) hold that collaborative learning is based on the assumption that knowledge is structured by the group members. Their views of collaborative learning are thus based on the social constructivist approach (p.9).

Another important difference between collaborative and cooperative learning, according to Gilmer (2010), is that in collaborative learning students work jointly to finish a task, a point supported by Kiraly (2000) and González-Davies (2004), while in cooperative

learning each has a separate task to complete and then each adds his task to the rest of the tasks to complete the project. (p103).

It can be inferred from the above discussion that many education studies scholars consider cooperative learning and collaborative learning as different educational approaches. The difference between them mainly lies in the fact that cooperative learning involves group work where the teacher has authority over the classroom while the group members in the collaborative learning are responsible for their learning process. Furthermore, students in collaborative learning work together to complete a task and in cooperative learning students work individually and then they join their final tasks to finish the whole project.

2.5.3.2 The educational advantages of collaborative learning

Laal and Ghodsi (2012, p.487) divide the benefits of collaborative learning into four major categories based on Pantiz (1999): social benefits, psychological benefits, academic benefits and assessment. According to Laal and Ghodsi (ibid.) the social benefits of collaborative learning are that it develops a social support system for the learner (ibid.). In addition, it helps in building a diversity of understanding among students. It also creates a positive atmosphere for demonstrating and practising cooperation in the non-technical sense. Furthermore, it helps in building learning communities in the classroom. The psychological benefits, according to Laal and Ghodsi (ibid.), are that student-centred instruction increases the student's self-esteem and confidence (ibid.). This approach helps to reduce the sense of anxiety among students. Laal and Ghodsi (ibid.) also claim that this approach helps students to develop positive attitudes towards their teachers (ibid.). The academic benefits include the fact that it encourages students to develop their critical thinking skills. The students will be thus more involved in the learning process. It is also claimed that classroom results improve

as does motivation (p.488). Finally, collaborative learning offers a variety of assessment methods (ibid.).

Verdú and Lorenzo (2010) have discussed many social and academic advantages to collaborative learning, based on a review of relevant research papers. They argue that collaborative learning has better learning outcomes compared to the traditional learning methods (p.18) and that collaboration and interaction among students can result in better performance in the classroom. Cognitive conflict that arises as a result of group members working together can help students to justify their reasoning to each other, leading them to enrich their understanding of the task (p.18). Students' attitudes improve while working together and attrition is reduced. Many of these advantages are also recognised by scholars working in translator education, for example Romney (1997), Kelly (2005), Birkan-Baydan and Karadağ (2014). Disadvantages of the collaborative approach include the fact that the distribution of work may be unfair. Teachers, therefore, should probably be responsible for work distribution in order to make sure that the task is divided up and disseminated equally in the group. Imbalance in how students approach the workload is another disadvantage highlighted by Verdú and Lorenzo (p.18). They argue that some members in the group may not devote enough time and effort to complete the task, while others may over-work (p.17). Different progress speeds among students mean that less skilled students might find it difficult to understand how a problem was solved by the other members in the group. They also add that without appropriate guidance from the teacher, interaction among the group members may be confined to sharing answers. Each group member may have a different goal which might create different viewpoints that could initiate conflict, for example if there is a member in the group who tends to enforce an idea or to force the other members to do everything according to his/her way. Social problems can occur among group members where students might not report a

problem that has arisen while working in the group (p.18). While Kiraly (2000) notes that difficulties cannot be avoided in the creation of groups and adds that unfair division of labour may occur or freeloaders may allow the other group members to do most of the work, , he also argues that one great advantage of collaborative group work is that it allows learning activities to revolve around projects that reflect the complexity of real-life situations (ibid. 37).

2.5.4 Concluding comments

To sum up, collaborative learning is an educational approach where students work in groups of two or more. This approach stimulates students to initiate dialogue, negotiation, and interaction in order to allow them to find a meaning, create a product, solve a problem, or to complete a task together. The final product or solution is a result of their joint work. Students in a collaborative learning environment work together synchronously or asynchronously, face-to-face, or online. Collaboration among students can be conducted in different forms and for different educational purposes and it has many educational advantages and disadvantages. Joint work, teamwork and group work, and cooperation in the classroom can be considered as forms of collaborative learning.

2.6 Collaboration in the translation classroom

In this section, we consider collaboration as used in translation classrooms. The use of collaborative learning in these environments is both a response to perceived market needs, as addressed in section 2.6.1 (where particular attention is paid to the Arabic context), and an effect of the adoption of social constructivism – and more recent extensions of this approach – in translator education, as outlined in section 2.6.2. Given the importance of Don Kiraly’s contribution to this educational shift, his ideas will be discussed at length in section 2.6.2. Collaborative learning in translation classrooms is often achieved through the use of project-based or task-based learning, described in

section 2.6.3. Finally, section 2.6.4 outlines how other researchers have dealt with issues of team composition and members' roles in team-based projects.

2.6.1 Collaborative learning and market needs

The translation market is fast growing and requires high-quality translation in short turnaround times (Ocampo-Guzman et al. 2018, p.83). Recently, the rapid development in the translation market has started to put extra pressure on translation educators to change the way translation is taught at universities around the world (Hu, 2018). The need to narrow the gap between university education and ‘the real world’ of the translation market has grown with developments in the translation industry (Wali 2016, p.105).

In this regard, translation studies educators are continuously testing different teaching methods to help students acquire the necessary skills to meet the demands of the fast growing translation industry. According to Kelly (2005, p.8) the growing demand for professional translators and interpreters due to the globalisation and internationalisation of the economy around the world has led universities to establish new translation training courses at the undergraduate and graduate levels. Many of these new training courses are based on the student-centred and profession-based approach and depart from the traditional teacher-centred approach (ibid.).

The need to design a curriculum that enables students to obtain the required skills, competences and knowledge to meet the demands of the translation market has emerged as a priority in teaching novice translators (see, for example, González Davies 2004; Kiraly 2005a). Kiraly (2005a, 2005b) argues that there is a gap in translation education research that should be considered by educators, because employers in the translation industry have expectations of translation graduates that universities sometimes fail to meet (p.1099). He calls for the adoption of new translation teaching and training

approaches in order to equip students with the necessary skills to meet the growing demands of professional translators in the market (p.1110).

In the Arabic context, Al-Hadithy (2015) has sought to shed light on how able translation studies graduates are to meet the challenges of the translation industry in the United Arab Emirates. She maintains that there is an urgent need for a shift in translation teaching and assessment practices to ensure the success of academic translation programmes in the UAE (ibid. p.180).

Al-Batineh and Bilali (2017) likewise claim that the translator training programmes offered in many universities in the Arab world do not take into account, when designing their curricula, the translation market's needs and requirements (p.187). They survey a group of translation training programmes offered by different universities in the Middle East and North Africa (MENA) region. In addition, they create a corpus of translation job advertisements that reveal the qualifications needed for the jobs and provide a description of the job environment. The Arabisation movement during the 70s in the Arab world, which was concerned with translating foreign words and terms into Arabic, had a great influence, according to Al-Batineh and Bilali, on translation programmes and courses in Arab universities. Most of these courses are structured to meet this goal, which involves translating as many foreign words and terms as possible into Arabic in order to spread the use of the language (p.189). They add that the globalisation of the economy in the MENA region has had a strong influence on translation teaching, as universities attempted to contribute to the effort to attract international investment. In order to obtain data regarding the structure and goals of university courses in translation in the MENA region, Al-Batineh and Bilali (ibid.) created a second corpus from curricula published on the websites of universities that offer translation courses at the undergraduate and graduate level (p.192). They admit that their study has limitations in terms of dependency

on the written curricula published on the universities' websites, which do not reflect how the contents of the curricula would be implemented in the classroom (p.192). Another limitation relates to the titles of the courses offered in these universities, which according to Al-Batineh and Bilali, do not identify the competences that the courses try to develop. However, they explain that the content of the courses offers some information regarding certain competences (ibid.). They adopt Kelly's (2005) competence model in order to analyse the curricula in these universities. They conclude that the translator training courses offered by different universities at the undergraduate level in these regions focus on theory (p.195), but that the gap at the graduate level between theoretical and practical courses has been reduced (p.196). They compare different field-study courses offered by these universities with matching job descriptions in the market (ibid.), and highlight the competences that the Arab market requires including subject-area competences, professional and instrumental competences. They conclude that the courses offered by the universities they study do not focus on the idea of developing the competences that the relevant translation market needs (p.198). Although Al-Batineh and Bilali (ibid.) outline many translation competences sought by Arab companies in this region, they do not discuss generic competences, which include teamwork, in the translation classroom. In response to industry needs in Europe in particular, the European Master's in Translation (EMT) Network published a translator competence framework in 2009. The EMT competence framework was updated in 2017 (EMT 2017, p.2) and is described as:

One of the leading reference standards for translator training and translation competence throughout the European Union and beyond, both in academic circles and in the language industry (ibid.).

The main aim of the EMT framework is to “consolidate and enhance the employability of graduates of Master’s degrees in translation” (ibid. p.3). In other words, this framework

serves as a guide to translators to identify the most important skills and competences that they need to develop in order to meet translation market requirements. Here a competence is defined as:

the proven ability to use knowledge, skills and personal, social and/ or methodological abilities, in work or study situations and in professional and personal development (p.3)

while a skill is understood as “the ability to apply knowledge and use know-how to complete tasks and solve problems” (p.3).

The framework specifies five areas of translator competence, namely language and culture competence (p.6), translation competence (p.7), technology competence (p.9), personal and interpersonal competence (p.10) and service provision competence (p.11). Interpersonal competence highlights the importance of the translator’s ability to work in a team in a multicultural and multilingual environment. The EMT framework stresses that translators should develop the ability to work within a team and communicate efficiently with the team members.

Interpersonal skills, considered under the banner or ‘social competence’ are also to the fore in Kiraly’s (2006) discussion of the competences that the market requires of translation graduates. Key components of this competence are the student’s mastery of etiquette and ability to partake in negotiation and teamwork (ibid. p.76).

Kelly (2008) also zooms in on interpersonal competence, but from a very different angle, that of the competence not of translator trainees/students, but of their teachers. She argues that a plethora of studies that tackle translator training have been presented in translation studies, but these studies are centred on impersonal aspects such as the translation process and the translation content and ignore the human factors involved in this process (p.99). Training and teaching translators involve two major actors, according to Kelly, students/trainees and teachers/trainers (ibid.). In this study, she outlines the profiles of

the trainers and the trainees and the qualifications required of both parties in order for the educational process to be successful. One of the competences she lists is the translator trainers'/educators' ability to work collaboratively with the trainees/students towards achieving the course goals (p.105).

2.6.2 Social constructivism, and beyond, in translator education

From within translation studies, Kiraly (2000) writes that, while earlier in his career he depicted translation as both an internal, cognitive process and an external, social phenomenon (ibid.), after analysing the results of think aloud experiments, during which he tried to get students in his class to verbalise what they were thinking while translating, his understanding of the cognitive approach in translation developed to a point where this approach became incompatible with a social process perspective. The cognitive approach in translation tends to focus on the idea of meaning and knowledge as products of the individual's mind that are independent of social interaction and are fundamentally static, but the constructive approach relies on a more dynamic intersubjective understanding of the process (ibid. p.2).

Kiraly explains that he became uncomfortable with the cognitive approach when he confronted his findings in his *Pathways to Translation* book (1995). These findings showed that translators' mental processes are almost untraceable and somewhat uncontrolled. In turn, teachers cannot teach and benefit from these mental processes (2000, p.3). However, the social constructivist approach is more dynamic and creates a myriad of occurrences of action and interaction between the translator and the world and it focuses on the discussions that occur in various communities of which the translator is a member. The translator communicates and negotiates with his peers to gain experience,

to acquire a feeling of correctness, appropriateness and accuracy, a feeling that is grounded in his/her social experience (p.4).

The social constructivist approach is also an attractive alternative to the conventional, transmissionist teaching approach that dominated translation teaching at the turn of the millennium (Kiraly 2000) and continues to hold sway in many universities around the world (Kiraly 2014, 2015). Kiraly describes this conventional approach as one based on a positivist, empirico-rationalist (Kiraly 2014, online) worldview in which truth can be arrived at through the scientific observation of the world or through deductive reasoning, and then somehow stored in a teacher's mind for later transmission to learners as 'objective' knowledge (see, especially, Kiraly 2014, 2015; Kiraly and Hoffman 2019). Such empirico-rationalism is, according to Kiraly, based on "a mechanical understanding of the world and representational view of knowledge" (2014). It finds expression in teacher-centred 'chalk-and-talk' teaching approaches in which the teacher maintains all authority in the classroom and students do not get the opportunity to engage in authentic, 'real world' projects (Kiraly 2015, p.13).

Like other advocates of social constructivism (see 2.5.1 and 2.5.2 above), Kiraly (2000) initially sees more value in approaches that view knowledge as something that is co-constructed by learners in a social, collaborative process, although he moves away from the construction metaphor in later publications (see below). One of the many elements that remain constant in his approach over the years is, however, a commitment to student-centred, empowering, authentic and collaborative learning, all mainstays of the social constructivist approach.

Regarding collaboration, Kiraly (2000) draws on Piaget and Vygotsky, both of whom focus on collaboration in the cognitive development of young students. Their research

concluded that social interaction between peers who bring different ideas and experiences to the classroom in order to solve a problem is an effective means to stimulate and improve cognitive development (Kiraly 2000, p.36; and see section 2.5.1 above). Kiraly adds that true collaboration does not mean dividing the translation work into tasks; like Gilmer (2010; and see 2.5.3.1 above), Kiraly holds that it is the joint accomplishment of a task with dual learning goals of meaning making on the part of a group as well as the appropriation of cultural and professional knowledge on the part of each individual group member that matters in this approach. (ibid. p.36).

Kiraly (ibid.) also draws on David and Roger Johnson (Johnson et al. 1991) who proposed a methodical approach for the use of collaborative learning methods that they called 'co-operative learning'. This approach is centred on the fact that human beings are more productive in their social activities when they work co-operatively with others rather in competition (ibid.). Johnson et al. (ibid.) consider five factors that are important to co-operative learning, namely positive interdependence, face-to-face interaction, individual accountability and personal responsibility, interpersonal and small-group skills, and group processing (ibid.). They consider positive interdependence to be the most important factor because they believe that if student-interdependence is structured carefully, this will enable students to acquire a higher level of reasoning strategies, a higher level of achievement motivation, more positive interpersonal relationships, and higher self-esteem (ibid.).

Fundamentally, Kiraly (2000) calls for a comprehensive approach to translation teaching that is based on social constructivist theory. He concludes that translator competence should be the paramount goal of translator education (ibid. 193) and stresses that classroom tasks should be authentic and resemble real-world tasks. As already indicated, he sees collaboration as the fundamental feature of an effective learning environment

(ibid.). He also adds that collaborative learning is an essential tool for any educational institution that aims to empower students to become autonomous, long-life learners and effective members of a community of professionals (ibid. p.194). For Kiraly, collaborative learning is what enables students to get involved in the dialogue that constitutes the translator's profession. Collaborative learning introduces students to the different types of teamwork that they will experience in their future careers as translators. He argues that commitment to collaboration means that it is essential that educationalists move away from competition as a key focus in education and towards democracy. By encouraging students to think for themselves and to depend on each other, on their individual capabilities for independent learning, and on teachers and educators as guides and assistants to help them to learn, educators empower students and help them to build their character and dependability.

Kiraly's (2000) book without doubt established social constructivism, with its attendant commitment to collaborative learning, as the leading educational approach in translation studies. In subsequent publications (Kiraly 2005a, 2005b, 2006, 2012a, 2012b, 2013, 2014, 2015, 2018, 2019a; Kiraly and Hofmann 2019; Kiraly et al. 2019), Kiraly builds on this foundation to integrate ideas from complexity theory and situated and embodied cognition, in order to develop a 'postpositivist' or 'postmodern' approach to translator education. Kiraly argues that thinking about translator education needed to go beyond social constructivism for a number of reasons: first, approaches that adopt social constructivism are often pitted against transmissionist approaches, but there is actually room for some transmissionist techniques in many complex learning situations (Kiraly 2005a, p.1109; Kiraly 2006, p.68; Kiraly et al. 2018, p.18). Second, even social constructivism ultimately revolves around a view in which cognition happens inside people's heads. In Kiraly's words:

Although social constructivism holds that meaning and knowledge are created in interaction with one's social environment and hence emerge from the interstices of interpersonal interaction, in the end the individual mind is still the place where knowledge is 'constructed' and stored. (2015, p.21)

Third, the construction metaphor that underlies social constructivism implies a reification of knowledge and suggests that the processes at work in cognition and learning are still largely mechanical (Kiraly 2014, Kiraly 2015, p.21).

The postpositivist approach, in contrast, is more accommodating of different pedagogical methods than the purely transmissionist or constructivist approaches it supersedes (Kiraly 2005a, 2006; Kiraly et al. 2018). By fully embracing the situatedness of cognition, it allows for translation to be viewed as a 'situated practice', one that is not based solely on knowledge stored in the translator's mind but also on the interaction between participants involved in translation as a social process, their digital tools and all sorts of other factors that come together in a unique way during the completion of a translation task (Risku 2002, 2010; Kiraly and Hoffman 2019). The postpositivist approach also breaks away from mechanical views of cognition and learning, and instead posits a complex, constantly changing environment in which learning is non-linear and unpredictable, and the learner cannot be seen as separate from the situation:

From this perspective, the individual does not merely find him or herself "situated" in the conventional sense of the term, that is, inserted into an essentially fixed, static situation like an actor placed in a stage setting; instead, the individual is an organic and inextricable part of the situation itself, with each situation itself being situated in ever more complex situations. (Kiraly 2012a, p.89)

The postpositivist mind-set encourages us to view cognition as an adaptive system with *emergent* properties. In Kiraly's (2014) words:

It does not involve static *knowledge* as much as it does dynamic *knowing* – constantly changing, imminently situated and embodied thinking-in-action. (Kiraly's emphasis)

This approach means, as Kiraly puts it elsewhere, that "translators are not *trained*, they *emerge*" (2012a, p.87; Kiraly's emphasis). The consequences for classroom learning are

profound: the passive ingestion of knowledge that is the focus of positivist and reductionist epistemology, and was already undermined by the social constructivist approach, can never ensure the emergence of translator competence. Rather:

The theoretical perspective provided by emergence yields an even more powerful incentive for undertaking authentic project-work in the classroom than social constructivism did. The near-authentic working conditions that emerge from work on a real project in the classroom reflect the understanding of cognition and learning as embodied action rather than the accretion of bits of knowledge and skills. (Kiraly 2014)

As well as providing an even more powerful epistemological justification for authentic project work in the translation classroom, Kiraly has published a number of studies (e.g. Kiraly 2005a, 2005b, 2012b, 2013) in which he documents exemplary projects. These are discussed in the next section.

Finally, Kiraly's adoption of a postmodern approach to translator competence has also resulted in the development and constant refinement of a series of models of how such competence emerges (e.g. Kiraly 2012a, 2013, 2015; Kiraly and Hofmann 2019; Kiraly et al. 2019). These dynamic models depict both the complex interplay of translational sub-competences and their non-parallel emergence over time, and the unique network of connections for each individual at any moment in time (ibid). They also allow various stages in the emergence of each sub-competence to be depicted (with lower levels representing the novice stage) as well as the influence of environmental affordances, pedagogical approaches, and interactions between learners, among other factors. Kiraly (2019b) provides a useful review of this family of models, the visualisations of which involve vortices to suggest constant evolution.

2.6.3 Project-based learning, collaboration and authenticity in the translation classroom
Thomas (2000) defines project based learning (PBL) as:

a model that organizes learning around projects. (...) projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work

relatively autonomously over extended periods of time; and culminate in realistic products (p.1).

Projects are thus seen as ‘complex tasks’, an approach consistent with González Davies (2004, p.28), for whom tasks are constitutive parts of projects. While some authors, for example Li (2013), appear to use ‘project’ and ‘task’ synonymously, the current researcher follows Thomas (2000) in reserving the term ‘project’ for the more complex tasks typical of endeavours that seek to emulate ‘real-world’ practices. Thomas’s (2000) definition of ‘project’ also integrates other basic pillars of social constructivism, such as student-centredness and realistic products. González Davies (ibid.) further stresses the ‘multicompetence’ nature of projects, describing the latter as:

multicompetence assignments that enable the students to engage in pedagogic and professional activities and tasks and work together towards an end product.

She also notes how the authenticity of translation can be assured by using authentic texts received from real clients and delivered back to those clients (ibid.). Communication and teamwork also figure prominently in her approach, with González Davies (2004) summarising her teaching and learning principles as follows:

The aim of the teaching and learning process is to encourage intersubjective communication in a positive atmosphere, mainly through team work, to acquire linguistic, encyclopaedic, transfer and professional competence and to learn about translation (2004, pp.13-14).

Robinson and Olvera-Lobo (2018), like Thomas (2000) point to the extended duration of PBL, and to its effects, which are anticipated to continue long after the student has left university, when they define PBL as:

A dynamic approach to learning that enables students to focus in a structured manner and for an extended period of time on a real-world task. i.e. tasks that simulate the workplace and seek to prepare the learners for life beyond the faculty (p.140).

Kiraly (2005a, 2005b, 2012a, 2012b, 2013) shares much ground with the above authors, but has a particular interest in *authentic* collaborative translation projects, defined as

“holistic piece[s] of work undertaken by a team of students in the service of a real-world client or user” (2012a, p.84). Kiraly (2005a) argues that project-based learning is custom-made for the translation classroom. Situated translation projects help students to develop translation skills that enable them to work effectively as professional translators after their graduation. These include decision-making skills, critical-thinking skills and problem-solving skills (Kiraly 2005a, p.1099). Kiraly gives the example of a German-English subtitling project conducted at the University of Mainz/Germersheim in the winter semester of 2004/05 with a class of advanced translation students, to demonstrate the potential of the authentic project (p.1106). Kiraly argues that the project made the teacher-centred approach of learning evaporate against what he describes as:

The backdrop of our real-world responsibilities: acquiring, creating and applying the knowledge needed to complete our project in a timely and competent manner (ibid. p.1107).

He also explains how the authenticity of the project helped in creating a real world experience in the classroom:

The project became a multi-directional and multi-facetted process of knowledge acquisition, individual and social knowledge creation, and the development of a learning community that functioned as a microcosm of real-world subtitling practice. (ibid. p.1108)

The idea that the authentic collaborative project can serve as a microcosm of real-world practice is consistent with a ‘fractal’ understanding of cognition, learning and translation praxis itself, as discussed by Kiraly (2012a). Drawing once more on ideas from complexity theory, and especially their application in education by Davis (2004), Kiraly explains the fractal nature of the relationship between authentic classroom projects and professional practice as follows:

the collaborative undertaking of authentic translation projects in an institutional setting can be seen as self-similar to the work done by individual professional translators and teams of translators across the entire translating community of practice. To the extent that educational

projects are authentic and the boundaries of the classroom are permeable, the norms of the community will be reflected in each part of every project as well as in the work of each emerging translator (ibid, p.88)

In educational and other social settings, knowledge is constructed by individuals, by small groups and then by larger groups and then by the entire community (ibid). He emphasises the importance of collaboration and working in teams and the creation of a community of learners in the translation classroom.

Kiraly (2012a) argues that the use of complex authentic collaborative projects exposes students to a broad sample of “authentically situated and multi-faceted learning activities in real (and not just realistic) working environments” (p.84). He argues that these projects allow the development of the translator sub-competences through first-hand experience (ibid). Students in such complex projects can work in teams, and the teacher is as a guide, assistant, resource person, mentor and a teacher (ibid).

In a second case study, based on another authentic collaborative subtitling project – this time conducted as part of a French-English translation course at the Ecole Supérieure des Traducteurs et Interprètes (ESIT), Paris, in 2011 – Kiraly (2012b) demonstrates how such a project can reveal the emergent nature of the development of translator competence as students learn to behave professionally in ways that could not have been anticipated from the outset. In both case studies (Kiraly 2005a, 2012b) Kiraly provides a detailed account of how projects were managed (for example, how the work was divided up among students), how the students learned to negotiate with the client and clarify the brief, what kind of pedagogical interventions were necessary, and how the project unfolded over time. In his 2012 study, Kiraly (2012b) also reflects on the methodologies appropriate to the study of the emergence of translator competence. Given that such competence emerges in authentic, complex, situated and embodied ways, it is best studied by observing such learning situations (see also Kiraly 2005b). And given his

postpositivist worldview, Kiraly (2012b, 2013) also expresses a clear preference for qualitative research based on such observation, as captured, for example in field notes, and in other artefacts created during the research process, including email correspondence, audio recordings of interactions, and responses to a student questionnaire administered at the end of the project in question (Kiraly 2012b).

González Davies (2004) provides details of another project involving collaborative learning in the translation of a website in which she asked students to translate a real website from Spanish into English (where the original text was in German). One of the most important intended learning outcomes of this project was that students would learn how to consult each other and their awareness of the skills needed in the profession (speed, efficiency, ability to use new technology, resourcing skills, meeting deadlines and teamwork) would increase. In order to emphasise the idea of teamwork in this project she formed groups of six students, which were then into two groups of three students (p.33). In order to assess and evaluate the work of the team, she depended on different pedagogical and professional assessments, including discussion groups, peer editing and peer evaluation.

González Davies maintains that motivation and self-confidence are important qualities for translating well. She adds that translation is understood as a communicative and team activity where students can feel that their own work is respected and acknowledged. Interaction, as she puts it, provides an incentive for learner's independence and autonomy. The silent translation students in the conventional translation classroom will become active participants in classes where pair and group work are carried out and where individual work and reflection are not left aside (p.36).

Hansen-Schirra et al. (2018) focus on the idea that small translation projects which are similar to projects in translation agencies could be used in the translation class. Students engaged in real translation projects can deal directly with a real client to receive and deliver translation tasks (ibid.). They argue that although this approach is beneficial for novice translators, it can be problematic as students are exposed directly to real market requirements with all the risks and complications that such a real project presents (p.270). This puts more pressure on students in order to meet deadlines, and to ensure that their translation quality is of a high standard (ibid.). In other words, using real projects in the translation classroom requires a high level of proficiency in translation to meet industry requirements. Hansen-Schirra et al. (ibid.) propose a solution to this problem by creating a simulated translation workplace environment in the classroom without all the pressure that accompanies real work places. They use a mix of instructive and constructive teaching methods piloted between 2009 and 2012. The pilot study involved forty translation students who were grouped into six project teams (ibid.). Hansen-Schirra et al. (ibid. p.273) conclude that simulated-authentic projects enhance students' generic competences, defined by Hasbún et al. (2016) as:

a set of skills, knowledge, and attitudes that allow (sic) to complete a task in a given context, when mobilized in an integrated manner (p.402)

In another recent study, González Davies (2017) gives guidelines on creating collaborative translation projects. While she concedes that collaborative learning in a translation classroom typically involves the production of authentic translation where external agents or clients assess and accept a translation as publishable (p.72), the collaborative translation processes nonetheless, she argues, can be simulated through role-playing among students and teachers (ibid.). She adds that students can feel supported by teachers while experiencing the risks of making decisions and justifying

their work with a real or simulated client (ibid.). She lists the main components of designing and building a syllabus based on collaborative translation (ibid.). Such components include: relevant translation competences, specific aims and expected outcomes, procedures assigned to the students (activities, tasks, and projects), and bibliography (ibid.). The syllabus proposed by González Davies incorporates a grading scale that takes into account the learning process and the product, although she suggests that an external agent or client is needed to decide whether the end product is publishable (ibid.). She explains that she expects students in this class to demonstrate all the translation skills, including translating different texts from different genres, to be able to justify their modifications, to spot translation problems, solve them appropriately through applying translation strategies and techniques, to show their capacity for decision making and to produce a translation that conforms to specific requirements (pp.72-73). The class is based on translation-oriented procedures that, according to González Davies, will enable students to practise specific points, tasks or chains of activities with the same global aim (p.73). She divides students into groups and assigns each a role in the group. The material for this task was provided by NGOs (p.77).

Students in González Davies' (ibid.) project completed a questionnaire that recorded their opinions on the instructional framework and the teacher kept a class diary to note and record important incidents and to compare results (p.78). The global results of the questionnaire show, according to González Davies, that the students perceive activities, tasks, and project work as learning tools that connect their learning experiences, thus helping them improve their translation skills (ibid.). The teacher's diary entries reflect how students' interpretations of the text become much more to the point and more professional over the course of the project (ibid.).

It can be inferred from the above discussion that the project-based approach supported by authentic texts in the classroom helps students develop a variety of competences, even if the projects in question are not ‘authentic’ in the sense of serving a real-world client, as defined by Kiraly (2012a, p.84 and above) . Moreover, both Hansen-Schirra et al.’s (2017) and González Davies’ (2017) approaches improve interaction and collaboration in the classroom.

2.6.4 Team composition in collaborative translation

Gouadec (2007) maintains, based on a review of translation job advertisements, that translating in a team is gradually becoming the norm in translation companies and is also becoming more widespread among freelance translator networks (p.106). He adds that many translation agencies have started to set up teams for high volume and high-tech jobs. He says a typical translation team in a company will include a person who is in charge of the physical preparation of the material or document that needs to be translated. Moreover, the team will include a terminologist and a pre-translator who will input all available items and resources into the material for translation. Typically, the team will include a proof-reader and a translator and may include other members who are in charge of reading the material and a keyboard operator (ibid.). He calls this type of teamwork ‘assembly-line translation’. He adds that teamwork is usually organised around a system of a pre-processed or prepared translation. Therefore, he defines pre-processed translation as a translation where the answer to most of the questions the translator might ask are provided along with indications and advice that will help speed up the process (p.107).

Gouadec argues that in some sectors of the translation industry, e.g., localisation, translators often work in pairs with at least one technical expert to complete a translation task. He adds that the productivity gains stemming from this kind of collaborative effort, where each partner uses and builds on the material provided by the other, can be quite

considerable. He says that this process requires mutual trust and very close collaboration as the quality of the product is governed by the level of interaction, skills, and competence of the translator on the one hand and the technical expert on the other (p.108). Teamwork is thus required in both of the scenarios outlined by Gouadec (ibid.), but it is only the second scenario that is clearly ‘collaborative’ in the sense defined by Thelen (2016) and referred to in section 2.2 above, in that it involves interaction and trust between the parties involved. In both scenarios, however, decisions are made about the size of teams, and clear roles are assigned to members of the team, and it is these issues (team size and assignment of roles), especially in collaborative teamwork, that concern us in the present section.

Barros (2011) also concludes that collaborative learning and interpersonal skills do not develop by simply enabling students to work together in a team, but argues that students should be aware of the reasons and the objectives behind working together. Like Kelly (ibid.), Barros maintains that students should be informed prior their engagement in group work about the objectives and aims of this approach (p.55).

Kelly (2005) discusses how to form groups in the classroom, maintaining that the number of students in each group depends on the number of students in the classroom and the activity planned. She prefers pairs rather than big groups because each student can have substantial active involvement during the translation process (p.107). However, she states that brainstorming, in particular, does not work well in groups of two. For non-pair groups, she argues that groups should contain at least four students, although groups of five may get out of hand especially if interpersonal and group management skills are not well developed yet. She says that the bigger the group the higher is the risk of individual members hiding and being able to get away with doing less work, or freeloading, as Kiraly (2000, p.36) calls it.

Olvera-Lobo et al. (2007, 2009, and 2018) conducted a series of studies, each of which touches upon the issues of teamwork and group size or composition. Olvera-Lobo et al. (2007) studied collaborative learning in an online environment in which the work of a translation agency was simulated (p.517). In this study, they created teams of translators, terminologists, proof-readers and project managers and divided the translation process into several stages: the pre-translation stage, information storage, representation, and communication stage (p.521). (See Li (2013) for an alternative division of the translation process into stages.) Each student in this project had a specific role in the team, with the cohort divided into: 1-students who were responsible for documentation, 2- students who were responsible for terminology, 3- students who were responsible for translation, 4- students who were responsible for revision and finally 5- students who were project managers. The professional relationship among these students was mediated via an electronic tool, and the authors claim that the project strengthened the students' teleworking and communication skills (p.522).

Romney (1997) describes an application of collaborative learning in a translation classroom involving a third-year translation course at a western Canadian university (p.48). The criteria taken into account in forming groups in this case were gender, language proficiency, and individual factors (including students' personal characteristics) (p.55). Small groups of four or five students were used. The purpose of the experiment was to produce the best translation possible through teamwork and to enable students to learn from each other (p.54). Romney describes in detail the collaborative translation classroom and stresses the fact that students should keep a diary to record what they learned from this experience, their contribution and attitude towards this experiment (p.60). The diary serves the teacher as a useful feedback on the students' attitude towards

this experiment and evaluation (ibid.) He uses students' diaries and comments to evaluate this experiment.

Olvera-Lobo et al. (2009) follow what they see as industry practice in assigning specific translation tasks to specific team members with specific roles, in this case those of terminologist, documentarist, translator, reviser or project manager (p.165). This division is considered appropriate for teamwork that is completed in a form of assembly line, underlining the industrial nature of the process in their view.

The purpose of their experiment, which was based on a simulated case study in an e-learning environment facilitated by a collaborative platform, was to present a pedagogical model that combined elements of role-play and teamwork based on team-based task learning (p.166). Through this experiment, Olvera-Lobo et al. (ibid.) enabled students to work in groups so each task was completed collaboratively. In this study, teamwork received positive reactions from participants, who considered it an important factor in the success of the translation process. In addition, students also explained that their understanding of the different roles and tasks in the translation process had been deepened (p.174).

Robinson and Olvera-Lobo (2018) draw on national surveys of translation services in both Canada and Italy to argue that new translation graduates encounter social difficulties while working with other translators in the translation workplace (p.138). These difficulties include interaction in work teams and the ability to work independently (ibid.). They maintain that translation competence theory recognises teamwork as one of the social competences that translators need to develop and improve (ibid.). They explain that Kiraly's (2000) study of the social constructivist approach in teaching translation filled a gap in the translation competence and teaching studies that had not been tackled

previously by other scholars (Robinson and Olvera-Lobo *ibid.*). However, they claim that “guidelines on the application of teamwork practices remain pragmatic” and that they were unable to locate qualitative or quantitative research based on small group learning in the field (*ibid.*). As a result, they try in this study to fill the gap by applying social network analysis in order to define the consequences of teamwork practices in the translation process. They maintain that the social constructivist approach empowers students and helps them understand their roles in the process. Their study is billed as the first social network analysis of trainee translators participating in a randomised teamwork experience. The results of the online survey of this study show that the friendship ties among participants were strengthened as a result of working in a team and may be associated with higher team achievements.

Olvera-Lobo et al. (2018) address not only the implementation of teamwork in the translation classroom, including the composition of small groups, but also the tools used to assess this approach. The study concludes that teamwork in the translation classroom improves privacy, the quality of experience and creates awareness of the benefits of teamwork (p.1916).

Barros (2011) pays particular attention to the translator’s ability to work with other translation actors, for example, terminologists, proofreaders, revisers, project managers, authors and clients. She uses Kelly’s (2005) definition of interpersonal competence, which is:

the ability to work with other professionals involved in translation process (translators, revisers, documentary researchers, terminologists, project managers, layout specialists), and other actors (clients, initiators, authors, users, subject area experts), as well as teamwork, negotiation skills and leadership skills (Kelly 2005: 33).

thus, dividing the professionals involved in the translation process into two groups. The first group contains all the actors involved in the translation process. She explains that

the translator should be able to communicate effectively with other translators and other actors in this group. The second group, with whom the translator also needs to communicate, includes other actors who are responsible for different tasks related to the final product, for example the client, who delivers and receives the translation, evaluates the translation and makes specifications related to the text.

Birkan-Baydan and Karadağ (2014) discuss an authentic collaborative literary translation project that was designed according to social constructivist principles (p.984). The goal of the project was to complete an authentic translation project to proficient standards (p.986). Students were divided into fourteen groups of three or four members. Students in this study were allowed to contact the editor of the magazine that was going to publish the final translation (ibid.). Twelve three-hour translation sessions were held in total. Assessment of the final translation was carried out collaboratively by group members (ibid.). The focus of the assessment was on the translation decisions that were taken by the group members in order to improve the quality of the final product. Self-assessment was conducted in this study, which allowed students to identify their errors and correct them without the help of the teacher (ibid.). Birkan-Baydan and Karadağ (2014) conclude that the principles of social constructivism and collaborative learning helped in developing three areas that are important for students in their future careers (ibid.). These are: 1) motivation, 2) empowerment, and 3) professional self-concept (ibid.). They explain that motivation comes a result of publishing the final product in a magazine, which makes students feel more responsible for their work and work hard to improve the quality of the final product. This encourages students to stay focused on the translation task. Concerning empowerment, they explain that students, through this approach, were able to identify translation problems and search for solutions. The study concludes that students who participated in the study felt responsible for their work and learning

outcomes. The emergence of students' professional self-concept means that they became aware of what is meant by a professional translator and the skills needed to be one (p.987).

Kerremans and van Egdom (2018) address virtual teamwork within the context of the International Network of Simulated Translation Bureaus (INSTB). The INSTB according to Kerremans and van Egdom is made up of "Fictitious enterprises in which translation students learn to work in small teams on (authentic) translation projects obtained from real (or fictitious) clients" (ibid. p.292). They claim that students benefit from virtual teamwork not only by gaining insight into the different phases of the translation process but also by gaining hands-on experience of practical translation work and technological tools (p.293).

Moreover, they argue that virtual teamwork in general raises professional and didactic issues that help in developing translator-training programmes. The didactic considerations are embedded in the idea of collaborative learning and cooperative learning as defined by Panitz (1999) and discussed in section 2.5.3.1 above. Panitz (ibid.) views cooperative learning as a more teacher-centred and collaborative learning as a more student-centred approach (p.296), but Kerremans and Egdom (ibid.) argue that this twofold distinction is turned into a continuum in their study. They explain that Bruffee (1995) contended that collaborative strategies undercut some of what cooperative strategies hopes to achieve, and vice versa, but argue that collaboration and cooperation do not seem to exclude or undermine each other at all in a STB setting. They explain that STB projects push the social constructivist logic to an extreme. According to them, cooperation here is not seen as a teacher-centred approach. Collaboration and cooperation in INSTB projects, rather, are mainly sought and set-up by students themselves (ibid.). Furthermore, they explain that the perception of the degree of collaboration and cooperation in these projects remains highly dependent on perspective. The University of

Zuyd-UMons project, for example, adopted the traditional cooperative and collaborative forms in which students from different universities work together on one or multiple translation projects in a shared physical environment, or in a heterogeneous STB project with multiple STBs, or in an STB project with aspiring freelance translators to whom part of a project was outsourced (p.309). The authors suggest a number of practical recommendations in order to solve problems that may arise in such projects: a schedule or calendar should be drawn up, criteria for project eligibility should be established, and clear roles created. The expectations of project stakeholders should be managed, and the technological means used in the project should be agreed upon. Finally, criteria for determining success or failure in a collaborative/ cooperative project should be established (ibid.).

Sánchez Ramos (2019) describes a collaborative localisation project carried out in 2016, homing in on collaborative practices together with their main implications for the translation environment (p.270). The project involved the application of a social constructivist teaching methodology in a 4th year optional localisation course at the University of Alcalá, Spain, and used two online collaborative translation platforms, namely Trommons and Pootle. Trommons, as described by Sánchez Ramos, is a collaborative platform developed by the Rosetta Foundation, and both platforms are used in crowdsourced translation projects (p.280).

Twenty students were organised into teams of five students each and worked from English or from French into Spanish. The data required for this study was collected in two different stages: the first stage involved two sessions of two hours each, during which the four groups worked on their different collaborative translation projects. The second stage involved a one-hour debate where the different groups discussed their activities and any implications for the world of professional translation (p.279). Note-taking by the

instructor during these sessions was the main data gathering tool in both stages. From the descriptive analysis of the data thus gathered Sánchez Ramos concluded that students were aware of the advantages and disadvantages of collaborative practice in translation. The advantages highlighted include the opportunity to access information in languages other than the typical target languages the market seeks to translate and localise (p.283). Among the disadvantages, the debate identified aspects related to ethical issues and translation quality.

Ločmele (2018) describes the experience of conducting three projects at the University of Latvia. Each of the three projects aimed to translate a translation studies book from English into Latvian (p.247). The material used for the first project was Chesterman's 1997 *Memes of Translation*, Zauberga's 2004 *Theoretical Tools for Professional Translators* and Von Flotow's 2016 *Translation and Gender* (ibid. p.250). Ločmele, describes these three projects as examples of collaborative translation projects in a product-driven environment (project 1), a cause-driven environment (project 2), and a hybrid environment that is both cause and product- driven (p.248). In addition, she describes these projects as relying on semi-formal temporary networks in which students can choose their roles from a number of roles offered, such as project manager, terminologist, translator, or editor (ibid.). Students also decide, according to Ločmele, on how many people should take one role and they are allowed to take several roles each. Students in this project are second year students of a professional MA programme in translation whose major is English or French (p.249). The three projects were divided into nine phases: choosing a book, obtaining copyright, dividing roles among students, setting deadlines, terminology work, translation, editing, publishing and holding a conference with the author, and evaluation and discussion of project results (pp.250-255). Assessment of the project results was done internally by students (p.255). Ločmele finds

that all three projects have common features, namely a semi-virtual network among the teacher and the students and a virtual network combined with classroom activities. Yet, each of the projects has its own specific nature derived from the mode of the publication (paper or digital), the character of the particular group involved in the project, and the content and copyright issues of the books. The results of the projects involving the digital publication were achieved faster than the results of the projects involving the publication of the paper edition. The project involving collaboration with a professional editor resulted in increased responsibility for the editor. Cooperation with authors took place in all three projects (p.258). Ločmele describes how the level of responsibility and enthusiasm of the participants increased based on the positive publicity the projects received (p.259). Ločmele concludes that the three collaborative projects allowed participants/actors to learn from others in the same role and from the actors in the other roles (p.263).

Ciobanu (2018) provides an inventory of approaches and best-practice tips for the conduct of collaborative translation projects organised into five major sections covering design, implementation and promotion of collaborative projects in translation and localisation (p.222). His study is based on responses given between 2015-2016 by members of the European Master's in Translation (EMT) Network to a detailed questionnaire on the way in which collaborative translation projects are conducted throughout the network (ibid.). These responses were subsequently enriched by follow-up discussions in EMT Network working groups on collaborative learning and e-learning. In addition, 1.5 million words worth of collaborative localisation projects organised by the University of Leeds Centre for Translation Studies between 2012 and 2017 were also used.

Ciobanu explains that the translation projects chosen for these projects were provided by different NGOs and other organisations that benefited from language services offered by EMT students during previous project-based learning activities (p.225). NGOs provided students with authentic texts that had not been translated before. These NGOs, according to Ciobanu, are important motivators for engaging students in PBL as students' work may be published by the client NGO. Most of the texts provided by the NGOs dealt with issues relevant to students' interests such as climate change, poverty gaps and education (ibid.). Ciobanu also argues that these texts are challenging from a thematic and linguistic point of view and they are presented in challenging file formats such as HTML (p.226). Ciobanu holds that group projects enable students to assume a variety of roles that include freelance translator, freelance reviser, and freelance manager (p.226). He adds that other roles depend on the scenarios envisaged in the particular project and the range of skills to be developed, and may include: terminologist, desktop publisher, quality assurance, computer-assisted translation support specialist, business development manager and vendor manager, among other roles (ibid.). He adds that it is useful for projects to encompass as many aspects of professional practice as possible, including project manager, translator, and reviser (ibid.). Projects can include stages and activities such as project manager preparation of the assignment with the client, preparation of the assignment for translators and revisers, translation, revision, and quality control (ibid.). Other issues covered by Ciobanu (ibid.) relate to the duration of the project, the use of translation tools, and the integration of the financial dimension, even in pro-bono projects involving NGOs (p.230). He gives tips such as define word counts and time spent on a single project and suggests that students learn how to negotiate with clients over the translation service level required for a translation project and how to issue invoices and to professionalise their quotes and rates (pp.231-232). He adds that assessment of projects

carried out by EMT members is usually done by tutors and professional translators together. He concludes that by applying the principles of PBL and playing a mediating role, translation studies trainers can simulate full-scale industry localisation or translation projects complete with all their usual technical and human challenges (p.238).

Finally, Aly (2018) describes an interdisciplinary collaborative project in religious translation, from the perspective of a translation practitioner rather than a translator trainer/educator. Aly's (ibid.) project is particularly interesting, however, as it represents a genuinely collaborative endeavour in 'real-world' translation, but eschews the kind of assembly-line comparisons made by Gouadec (2007) and other writers mentioned earlier in this section. Aly describes how he was asked to translate 1000 pages of important Quran commentary written originally in English into Arabic (ibid.). Knowing that it would be impossible to for any individual translator to possess the complete set of translation skills and competences required to conduct this task, and aware of time pressure involved, (the translation was to be delivered in 18 months), he decided on collaborative translation as the only possible solution. His project design involved six collaborators who worked on consecutive segments of the text in a cycle of six stages: research, translation, editing, proofreading, revising, and typesetting. In order to enhance the efficiency of the process, he allowed the collaborators to move on to the next segment of the text without waiting for the current cycle to finish, thus allowing them to move into a simultaneous work mode (ibid.). Aly argues that the process of collaboration described in his project meant that time could be saved and productivity improved due to the following factors: the fact that the collaborators in this project worked simultaneously (p.111), and the fact that these collaborators had a varied set of competences that could contribute to the translation both independently and via feedback (ibid.). Each member of the group contributed to the translation from his own knowledge, which allowed the

members to share their knowledge with each other and to be engaged in consensus decision making together (ibid.). He adds that his experience with this project supports Jiménez-Crespo's (2016) claim that the success of certain collaborative projects is due to "the attachment of certain communities to the values or the philosophy behind certain initiatives" (2017, p.66; cited in Aly 2018, p.112). Aly (ibid.) integrates elements of collaboration theory from Wood and Gray (1991), who recognise the following elements: stakeholders, interaction, autonomy, shared rules, working towards a common goal and, notably, the presence of a complicated problem that cannot be solved individually, and Mayer and Kenter (2015), who suggest the following elements: communication, consensus decision-making, diverse stakeholders, common goals, leadership, shared resources, shared vision, social capital and trust (p.107). Aly adds, however, that project design, including the ability to work simultaneously (p.112), motivation, based on the perceived importance of the text to be translated, and the achievement of "a balance of competence-based power" (p.113) also contributed to the success of his project. While power was shared equally among contributors on the basis of each member's competence and specialisation, temporary, shifting 'expert' hierarchies emerged in which at different times different members became the "authoritative voice" (p.112) depending on the immediate problem at hand. In practice, Aly (ibid.) writes, "this meant that the identified expert was given more floor and more agency to convince the team of the right solution." (ibid.).

2.6.5 Concluding comments

To sum up, the translation market is rapidly developing and the need for professional translators is growing. Translation students need to be exposed to the challenges, risks and possibilities of the translation market before their graduation in order to change them from novice translators into professional ones. Translation educators have thus begun to adopt modern teaching methods that prioritise elements promoted by social

constructivism and its postmodern successors. The principles of the social constructivist approach are centred on the idea of empowering and motivating students in the classroom, and exposing them to the translation market by handling authentic texts that mimic the real translation workplace. This idea makes this approach more learner-centred than teacher-centred, and helps change students from passive learners into active learners. Collaborative, project-based learning (PBL) is the principal mechanism by which the social constructivist approach is implemented in translator training/education environments. Numerous examples of collaborative projects are now available in the literature, although very few stem from the Arab world. Many lessons can be learned from these projects, such as: the need for careful project design; the merits of different types of group composition; the benefit of assigning particular roles to participants, including the teacher; the need for students to know exactly why they are being asked to work collaboratively; and the centrality of motivation to the success of collaborative work – in short participants need to believe in the cause for which they are working. Finally, although the project described by Aly (2018) was not conducted in a teaching and learning environment and involved fully-fledged experts rather than trainees or students, it provides an interesting illustration of a phenomenon that is less discussed in the pedagogically-oriented literature, that is the emergence, within collaborative groups, of temporary and contingent hierarchies of expertise.

2.7 Conclusions

As mentioned earlier in the first section of this literature review, collaborative work in translation has been practised by many translators and in many different forms and scenarios throughout history. Although the notion of collaborative translation is not particularly new, the practice of collaborative translation has changed in the internet age, with the emergence of online communities collaborating through interactive platforms

and many organisations and even governmental bodies turning to the crowd to meet their translation needs. In parallel with these developments in business and technology, educationalists have increasingly extolled the virtues of collaborative learning, and a number of translation scholars have started to integrate collaboration into the translation classroom. This Chapter has sought to extract the most important lessons learned from these early explorations of collaborative learning in the translation classroom, in order to inform the researcher's own practice, a practice that is equally informed by developments in the marketplace, which are also reviewed in this Chapter.

Chapter Three: Methodology

3.1 Introduction

The review of the literature in the previous Chapter emphasised that translation requires new and innovative means of teaching in order to bridge the gap between theory and practice, and between classroom and workplace.

Kiraly (2000), González Davies (2004) and Kelly (2005) are among the many researchers who have called for reform to translation teaching in universities and proposed different pedagogical approaches to help students to acquire the right skills to start their translation careers. Among these proposed approaches is collaborative learning. As the previous Chapter has shown, this approach is not new, but neither is it widely practised at universities around the world. The study presented in this thesis is based on the creation of a collaborative project in a translation class at Yarmouk University, Jordan. The research aims to explore collaborative translation as a teaching approach and its benefits to translation students. More specifically, it asks: How does the instigation of specifically collaborative teaching and learning environment affect the development of students' teamworking skills?

This Chapter describes and justifies the epistemological and methodological framework the researcher used in order to answer this question. The practical application of this framework in the specific context of a translation course at Yarmouk University is subsequently outlined in Chapter Four. The current Chapter is organised as follows: Section 3.2 introduces participatory action research, stressing in particular its affinity with social constructivism. Section 3.3 presents mixed methods and the benefits the approach offers in research into complex phenomena. Section 3.4 describes how social constructivism; participatory action research and mixed methods research can be combined in a single study. Section 3.5 introduces grounded theory, highlighting how it

simultaneously informs data collection and analysis. The specific data collection methods used in the current research are then outlined in section 3.6, which discusses observation, used in the core qualitative component of the current research, and section 3.7, which addresses surveys, used in the supplemental quantitative component. The lengthier discussion of observation reflects its core status in the current research. The Chapter concludes with a brief summary, in section 3.8, of the overarching approach adopted in the current research.

3.2 Participatory action research

This research is based on the principles of the social constructivist approach to teaching translation, which was explained in the previous Chapter, and builds mainly on the following tenets as described by Kiraly (2000): knowledge is constructed by learners, and not transmitted to them by their teacher (p.1); translation is understood as a collective act, in which individuals create or construct meanings and knowledge through participation and collaboration (p.4); learning is student-centred (p.4); empowerment and autonomy help students transition from passive dependent learners into more active independent ones (p.62, p.129); the use of authentic projects allows students to be more responsible for their choices and decisions and exposes them to real working situations (p.65). Although the research as reported here was first conceived of within a social constructivist epistemology, it should be noted that it is also consistent with Kiraly's postmodern "re-construal" (2014) of the emergence of translator competence, as discussed in the previous chapter, and which provides even stronger motivation for the pedagogical intervention adopted in this thesis, namely the use of an authentic collaborative translation project (Kiraly 2006, p.78), than the social constructivist approach alone.

In addition to the above-mentioned principles, the researcher adopted a participatory action research approach when she conducted her project because this approach constitutes the essence of the social constructivist process as described by Širca and Shapiro (2007, p.100). As Baldwin (2012) argues, participatory action takes the social constructivist perspective that all knowledge is socially created (p.468). Participatory action research is part of a more general approach known as action research, defined by Lodico et al. (2010) as “a type of research that is conducted by practitioners in order to improve teaching and learning” (p.5). Action research, according to Lodico et al. (ibid.), provides practitioners with a process that involves reflection, assessment, utilisation of systematic inquiry, collection and analysis of data and informed decision making (ibid.). Moreover, this approach attempts to find solutions that can make direct changes to and facilitate improvement in students’ learning.

More specifically, *participatory* action research creates a relationship between researchers and participants. With the participation and collaboration of the participants, researchers seek operational solutions for specific problems as described by Reason and Bradbury (2008), who also stress the role of participatory action research in ensuring human flourishing:

A participatory process is concerned with developing practical knowing in the pursuit of worthwhile human purposes. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities (ibid. p.4)

As Heron and Reason (2001; in Baldwin 2012, p. 467) put it, participatory action research is conducted “*with* people not *on* them” (emphasis in the original), and participants in the research process are already involved in the problem under study (Baldwin, ibid.).

McIntyre (2008) emphasises the “collective commitment” involved in participatory action research, where participants and researcher are all committed to investigating an issue or problem and reaching a solution to the problem in hand (p.1). Participatory action research gives participants the chance to engage in self and collective reflection in order to gain clarity about the issue under investigation, while joint decision making that is a result of collective work leads to useful solutions that benefit the people involved (ibid.). The collaboration between researchers and participants in the process of planning, implementing, and disseminating the results of the research process, is another advantage of this approach (ibid.). Koch and Kalik (2009, p.5) likewise stress that one of the key principles of this approach is researching with people, noting that the recurrent nature of participatory action research stimulates interaction, reflection and reconstruction of knowledge and experiences that could lead to the improvement of people’s lives at an individual and community level (ibid.).

For Baldwin, and as already noted, the principles of participatory action research agree with the social constructivist argument that people construct reality in relationship with one another. Second, the approach focuses on action and making a difference to how people behave. Third, Baldwin argues that participatory action research values both theory and other types of knowledge (ibid.) and differs from traditional research approaches that focus on one particular type of knowledge such as propositional knowledge. Participatory action research extends epistemology by drawing on different types of knowledge, such as experiential knowledge, which is gained through direct engagement with people, places and objects, and practical knowledge, which is related to competence and skill that involves knowing how to do something (ibid.).

In translation studies, the participatory action approach has most notably been adopted by Kiraly (Kiraly 2000; Kiraly et al. 2016b; Kiraly et al. 2019). Kiraly (2000.) sees particular merit in the ability of the approach to answer questions related to local problems and argues that participatory action research is valuable for maintaining innovation in the previously unreflective practice of translator education (p.101). He further illustrates how participatory action research enables teachers to act as researchers in their own classrooms and gives them the opportunity to investigate their own teaching practices with a view to improving these practices (ibid.).

Finally, the author of the current study believes that adopting participatory action research principles reinforces empowerment and the idea of autonomy, which changes the role of the teacher to that of a facilitator and activator in the classroom (ibid.). This model also contributes to an improvement of students' knowledge through repeated cycles of collective actions and reflections (Wakeford et al., 2018, p.12).

Against this background, the current research aims to introduce collaborative learning to the researcher's own translation class at Yarmouk University, Jordan, using a participatory action research design (following, e.g., Kiraly 2000, pp.100-122), and following the principles of social constructivism. The main objective of this study is to change the teaching and learning methods used in the above-mentioned course. The researcher believes that through adopting participatory action research design principles and collaborative translation, she will be able to depart from the teacher-centred approach and to apply the principles of student-centred learning. The researcher hopes through this research to enable students to become better collaborators and to enable them to enhance their interpersonal skills and social skills. Through this research project, the lecturer maintains that students will be exposed to translation workplace potentials and risks through conducting authentic translation projects with real clients in the translation

classroom. She also believes that this study will contribute to improving students' interaction and communication. Social constructivism and participatory action research thus constitute the main epistemological and methodological frameworks in the current research. The concrete methods used in the research are discussed in the following sections. As they involve the combination of qualitative and quantitative methods, they are discussed first under the heading of 'mixed methods'.

3.3 Mixed methods

Many scholars have proposed definitions for mixed methods research. Among these scholars are Creswell and Clark (2007) who define mixed methods as follows:

Mixed methodology is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and the mixing of qualitative and quantitative approaches in many phases of the research project. As a method, it focuses on collecting, analysing, and mixing both qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of qualitative and quantitative approaches in combination provides better understanding of research problems than either approach alone (p.5).

Mixed methods is thus not just a research methodology that involves qualitative and quantitative approaches combined together, but also a philosophy that guides the researcher in collecting and analysing the data produced by the two approaches. According to Creswell and Clark, mixed methods can involve mixing qualitative and quantitative methods in data collection and analysis in a single study or a series of studies. Creswell and Clark also differentiate between the concepts 'methodology' and 'method', pointing out that the methodology validates the use of particular research methods in a study, while 'method' refers to the tools and approaches used to collect and analyse data (ibid.).

The two broad approaches that are generally 'mixed' in mixed methods research – qualitative and quantitative methods – themselves require definition. Denzin and Lincoln (1994) describe qualitative research as being:

multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts – that describe routine and problematic moments and meanings in individuals' lives. (p.2)

Quantitative research, meanwhile, is defined by Goertzen (2017) as follows:

Quantitative research methods are concerned with collecting and analysing data that is structured and can be represented numerically. One of the central goals is to build accurate and reliable measurements that allow for statistical analysis (p.12).

It can be inferred from the above definitions of qualitative and quantitative research approaches that they differ greatly in terms of data collection and analysis. Qualitative research offers descriptive data (words and narratives) rather than statistical data and focuses on studying phenomena in their natural settings in an attempt to explain these phenomena from different perspectives. Qualitative researchers use inductive logic or reasoning, according to Teddlie and Tashakkori (2009, p.25), to move the argument from the particular (e.g., data) to the general (e.g., theory), engaging in inductive analysis that involves “discovering patterns, themes, and categories in one’s data” (ibid.). Quantitative research data, on the other hand, offers statistical data (numbers), but does not consider narrative or description of the research findings. Clearly, blending the two approaches together offers, according to Creswell and Clark (2007), different understandings and perspectives to the study under investigation.

It may seem from the above discussion that the two research methods are incompatible, with each method focusing on a different set of data and involving different data collection tools. Teddlie and Tashakkori (ibid.), however, explain that mixed methods works primarily within “the pragmatist paradigm” and is “interested in both narrative and numeric data” (p.4). Pragmatists reject the idea that the two approaches are incompatible. The pragmatist paradigm focuses mainly on the consequences of action and the central problem of the research; the most important element is the research question rather than

the methods used. The pragmatic approach overlaps with the advocacy of the participatory researcher's worldview that calls for changing the world for the better (Creswell and Clark 2007, p. 23).

Morse and Niehaus (2009) explain the rationale behind using mixed methods in a study, giving examples of when a researcher would opt for this approach. These include cases where the phenomenon under study is considered complex or when the researcher wants to explore a question at different levels, such as the macro (e.g., the group) and micro (e.g., the individual) levels (p.13). Morse and Niehaus also explain the difference between multiple methods research and mixed methods research. Multiple methods, according to her, is an approach where the researcher conducts more than one research project and in each project, he/she uses different research methods. Each method used in such a project is complete and used at a different time in the project (p.13). The mixed methods approach differs from the multiple methods approach in that the former involves using two research methods in the same study.

O'Brien and Saldanha (2014), who focus on the use of mixed methods in translation studies, broadly following Creswell and Clark (2007), note that mixed methods allow the researcher to collect data simultaneously or to start initially with the qualitative phase of collecting data followed by a quantitative phase, yielding what Morse and Niehaus (2009, p.17) call 'sequentially collected data'. They argue that this order has the advantage of allowing the researcher to explore data qualitatively first and then to follow this exploration up with more focused quantitative analysis of the topic or sub-topic (O'Brien and Saldanha 2014, p.23). The use of more than one method also allows researchers to triangulate, which means cross-checking the results one set of data provides with results from another set of data (ibid.). Such triangulation is usually regarded as capable of strengthening research findings, and, in more positivist approaches, of reducing false

interpretations of the data provided (UNAIDS 2010). This is because each data type or source is seen as compensating for any weaknesses or errors that may result from using just one form of data collection.

3.3.1 Core and supplemental methods

Morse (2010) distinguishes between complete, or 'core' components, and incomplete or 'supplemental' components in mixed methods research. In this approach, the supplemental component's function is to provide an insight or explanation within the scope of the core component (p.484). She further explains that the supplemental component cannot be interpreted or utilised alone due to the fact that it is based on an inadequate sample, lacks saturation, or is simply too narrow to be of interest by itself (ibid.). According to Morse and Niehaus (2009), each research project has a 'theoretical drive' which acts as the guiding force of the project, and is usually determined by the research question (p.24). This means that one of the methods used in core and supplemental designs is dominant, and guides and directs the project (p.11).

The supplemental component usually uses different methods of collecting or analysing data from the core component (Morse and Niehaus 2009). The core component, according to Morse and Niehaus, is the method that is used to address the major part of the research question (p.23). This component is always dominant, and should be scientifically rigorous (p.24). It is considered complete and it could be published alone. On the other hand, the supplemental component is conducted only to extent that the researcher obtains the information needed and it could not be published alone (p.25).

Unlike other authors mentioned above, Morse and Niehaus (2009) argue that mixed methods research often encompasses the use of qualitative and quantitative methods, but that this is not always the case. She explains that some mixed methods research involves the use of one qualitative approach as core component and another qualitative approach

as supplemental component (p.21), although she concedes that many scholars do not consider combining two methods from the same paradigm as a mixed methods approach (p.15). She explains that mixed methods research of the same paradigm is easier to conduct than when two different, incompatible paradigms are used, such as qualitative and quantitative methods (p.19). She maintains that a mixed methods design, if conducted successfully, is a stronger design than one that uses a single method because the supplemental component improves the validity of the project results by enriching or expanding the understanding of the phenomenon in hand by verifying the project results from a different perspective (p.14).

3.3.2 Simultaneous vs sequential design

Morse and Niehaus (2009) also look at mixed methods from a temporal perspective, distinguishing between simultaneous design and sequential design. In simultaneous project design, the core and the supplemental projects are conducted at the same time. In sequential design, the researcher conducts the supplemental component after the completion of the core component (p.17).

She highlights the need for the researcher to understand the point of the interface between methods, which she defines as “the position in which the two methods join – either in the data analysis or in the narrative of the results” (p.25). The core component results serve as the theoretical base of the study and the supplemental component adds some kind of extra information and description of the core results (ibid.).

3.3.3 Sampling and data saturation

Morse and Niehaus (2009) also stress the importance of certain concepts related to the sampling process in mixed methods research. These include the idea of data saturation in the qualitative component. Glaser and Strauss (1967) explain data saturation as follows:

The criterion for judging when to stop sampling the different groups pertinent to a category is the category's *theoretical saturation*. *Saturation* means that no additional

data are being found whereby the sociologist can develop properties of the category. As he sees similar instances over and over again, the researcher becomes empirically confident that a category is saturated. (p.61, emphasis in the original).

3.3.4 Advantages and disadvantages of mixed methods

Authors such as Creswell and Clark (2007) and Morse and Niehaus (2009) outline the advantages of using mixed methods. They maintain that mixed methods provides strength to the research because each method compensates for the shortcomings of the other method. Creswell and Clark (2007) also argue that the approach delivers more evidence for studying a research problem than when either of the methods is used alone (p.12). It also helps in answering research questions that cannot be answered by using one of the approaches alone. They add that this approach forms a bridge across the controversial argument between the qualitative and quantitative researchers. They conclude that mixed methods encourages the use of multiple worldviews, beliefs and values. In addition, they explain that mixed methods is a practical research approach in which the researcher is free to use the different tools embedded in the two approaches (p.12).

Mixed methods also has some disadvantages. Morse and Niehaus (2009) maintain that mixed methods research is not easy to conduct. The researcher while applying this method may make errors that could threaten the validity of the research results (p.34). This can happen if the researcher ignores the theoretical drive or even is unaware of it. In other words, failing to identify or respect the core component in a study makes the writing up of the findings more difficult (p.35).

3.3.5 Concluding comments

To sum up, it can be argued that mixed methods is a rigorous methodology that offers different means of collecting and analysing data. Each research component adds value from a different perspective. It also provides depth, breadth and more understanding to the study. This research method allows the researcher to conceptualise the collected data

and facilitates the analysis of the data by using the different data analysis tools offered by the two approaches combined together. Data triangulation allows crosschecking the different dimensions of the research, which in turn maintains research rigor and validity.

3.4 Social constructivism, participatory action research and mixed methods

Social constructivism offers a theoretical base that is consistent with the principles of the mixed methods approach (Tashakkori and Teddlie 2010, p.324).

Maxcy (2003) explains that the use of mixed methods within the scope of the social and behavioural studies field is aligned with Dewey's pragmatism, which rejects the idea of a dualism between knowing on one hand and reality on the other. In turn, he explains that it is rational for researchers who examine human behaviour to use a mixed methods approach in order to apply their findings to “a reality that is at once plural and unknown” (p.59).

It can be understood that the main principles of the social constructivist approach are focused on allowing individuals to understand the world from their own perspective and experiences (Kiraly, 2000, p.34). Social change according to this approach is a result of human interaction, which has different perspectives (ibid.). In research that adopts a social constructivist approach as its theoretical base, the researcher usually aims to rely as much as possible on the participants' views of the situation under study (ibid.). The research question of such studies is usually broad, as explained by Creswell and Clark (2007, p.8), which allows the participants to construct meaning and in turn stimulates dialogue and interactions among them (ibid.). It can be said that the social constructivist approach is exploratory in nature and that justifies the extensive use of the qualitative approach in this domain. However, the use of the quantitative approach is also common in this type of research, as it offers methods of measurement and testing tools that allow for sometimes necessary continuous assessments and evaluations (Thyer 2010, p.468). In

short, the inductive, exploratory nature of qualitative research and the deductive, reasoning nature of quantitative research that the social constructivist approach encompasses justify the use of mixed methods.

Similarly, according to Ivankova and Wingo (2018), mixed methods and action research share a number of common attributes that make combining the two approaches justifiable and beneficial (p.981). The integration of the two approaches offers, according to them, a common ground to produce a scientifically rigorous plan of action or intervention and evaluation of the results of this action or intervention (ibid.). Both approaches seek comprehensive solutions to practical problems. Action research does so by moving through cyclical spirals of critical action and reflection that allow the researcher to gain a deeper understanding of the problem in hand. This, in turn, allows the researcher to design an action plan that is grounded in feasible solutions (ibid.). They further explain that both action research and mixed methods are dialectical, as they focus on combining diverse viewpoints and different perspectives of the phenomenon. They add that in action research, each cycle requires reflection that it is grounded on the results obtained from the previous one, while in mixed methods, reflection is particularly important when the researcher is combining the data produced by the two approaches (p.938). Collaboration between stakeholders in the research is also common ground that two approaches share (ibid.).

The above shared attributes, according to Ivankova and Wingo (ibid.), come under the umbrella of conceptual characteristics. Other common qualities include philosophical characteristics, such as the two approaches being considered pragmatic. They explain that pragmatism rejects the idea that qualitative and quantitative methods are incompatible and helps justify the integration of the two (p.983). The two approaches seek to empower participants for change that can be accomplished through different means (ibid.). The

multi-perspective collaborative nature of action research, and the balance between insider and outsider perspectives in mixed methods is another philosophical quality that the two approaches share (p.984).

Procedural qualities shared by action research and mixed methods include the fact that the two approaches follow a set of orderly procedures and steps (p.984), they use qualitative and quantitative research and integrate results from the two methods, and they both adopt cyclical processes. In mixed methods, when qualitative and quantitative components move sequentially, each component informs the next in a cyclical manner (ibid.).

Ivankova and Wingo (ibid.) conclude that the integration of action research and mixed methods results in a comprehensive, methodical assessment of the problem and a reliable and valid action plan. It offers rigorous evaluation of the action plan and credible and valid conclusions, which in turn enhances the action's sustainability. All the above advantages will result in the translation of the research into practice through enhancing the research stakeholders' engagement in the different phases of the research. The combination of action research and mixed methods is also believed to help in creating a sense of ownership and empowerment among the research participants. The combination of the two approaches is also thought to help optimise the action outcomes and enhance transferability of the action results to other contexts and community settings (ibid.).

In conclusion, the above discussion gives good grounds for the use of a mixed methods approach in a study that is based on social constructivism and participatory action research. The current researcher thus adopted social constructivism as the epistemological basis of this study. In addition, she adopted the principles and methods of participatory action and combined these with the use of mixed methods to collect and

analyse data. For the detailed analysis of the data gathered in the core, qualitative component of the research, a systematic coding technique was required. This was supplied by grounded theory, which is commonly used in analysing data derived from mixed methods studies whose core component is qualitative. The following section provides an overview of this coding method. This is preceded by a brief introduction to the principles of grounded theory.

3.5 Grounded theory

According to Strauss and Corbin (1994), grounded theory is “A general methodology for developing theory that is grounded in data systematically gathered and analysed” (p.273). First introduced by Glaser and Strauss (1967), the methodology aims to allow theory to develop during real research and through constant interplay between data analysis and data collection (Strauss and Corbin, *ibid.*). According to Strauss and Corbin (*ibid.*), in this methodology, theory can be created initially from the data, or, if existing (grounded) theories appear applicable to the area under study, then these theories may be expanded and enhanced as incoming data are accurately played against them, in what is described as “theoretical elaboration” (p.273). Strauss and Corbin (1994) argue that, despite its widespread use in the social sciences, users of grounded theory sometimes understand the basic process of the approach, but fail to develop it conceptually. They may, for example, concentrate on one aspect of grounded theory, such as the coding system (p.277). Such users may not intentionally aim at developing a theory (*ibid.*), although developing theories is the central aim of grounded theory in their view (*ibid.*).

Charmaz (2008), on the other hand, presents what she calls a “a 21st century form” (p.132) of grounded theory under the banner of “constructivist grounded theory,” an approach that frees grounded theory from its “strong positivist leanings with its emphasis on variables, generalization, and explanatory “why?” questions” (2008, p.134) and

attempts to move it towards “an interpretive future” (ibid.). As Hallberg (2009, p.146) puts it, Charmaz’s constructivist grounded theory can be seen as “an approach between positivism and postmodernism” given that constructivism assumes that there are multiple social realities rather than one and only one “real reality” (p.146). Hallberg (2009, p.146) summarises Charmaz’s (2006) approach as follows:

In a constructivist grounded theory, it is stressed that data is constructed through an on-going interaction between researcher and participant. It is also assumed that action and meaning are dialectical; meaning shapes action and action affects meaning. The researcher takes a reflexive stance and studies how, and sometimes why, participants construct meanings and actions in specific situations.

Most importantly, in constructivist grounded theory, researchers are less concerned with presenting “a theory” and more with presenting a “narrative”. Hallberg (ibid.) continues:

The researcher composes the story: it does not simply unfold before the eyes of an objective viewer. Accordingly, the story reflects the viewer as well as the viewed.

Despite epistemological differences between her approach and earlier iterations of grounded theory (especially Glaser and Strauss 1967), Charmaz (2006, 2008) still maintains broad consistency with the methodological apparatus of Corbin and Strauss (1990) and Strauss and Corbin (1994), although her terminology differs from that of the latter two authors. The current thesis will follow the data coding procedure outlined in Corbin and Strauss (1990), who present what has been dubbed “the reformulated grounded theory” (Hallberg 2009, p.145). This procedure is described below.

3.5.1 Basic tenets and procedures in reformulated grounded theory

Corbin and Strauss (1990) argue that grounded theory rests on specific procedures and canons used in data collection and analysis, although there is flexibility within limits (p.6). They explain the procedures and canons as follows. First, data collection and analysis are interrelated processes, which means that this approach allows the researcher to analyse the data as soon as the first bit of data is collected. This initial analysis directs the researcher to the next stage of data gathering (ibid.). This systematic and sequential

data collection and analysis enables the researcher to capture all potentially relevant aspects of the topic as soon as they are perceived (p.6): the research process itself guides the researcher towards examining all the possibly rewarding avenues to understanding (p.6). Second, concepts are the basic units of analysis. The researcher works with conceptualisation of data, but not the actual data per se (p.7). Raw data that involve the actual incidents, events or happenings are analysed as potential indicators of a phenomenon, and then given conceptual labels. Continuous comparison and contrast among concepts is vital, and every concept brought into the study discovered in the research process is at first considered provisional (p.6). Each concept earns its way into the theory by repeatedly being present in observation or interviews in one form or another (p.7) or by being significantly absent. They also assert that requiring that a concept's relevance to an evolving theory be demonstrated is one way that grounded theory guards against researcher bias, and that no matter how enamoured the researcher may be of a particular concept, if its relevance to the phenomenon under study is not proven through continued scrutiny, it must be discarded (p.7). Third, concepts that pertain to the same phenomenon may be grouped to form categories, but not all concepts become categories. Categories are higher in level and more abstract than the concepts they represent (ibid.), and, for Corbin and Strauss, they form the cornerstones of a developing theory (p.7). However, they explain that simply grouping concepts under a more abstract heading does not create a category. Rather, a more abstract concept must be developed in terms of its properties and the dimensions of the phenomenon it represents, the conditions which give rise to it, the action/interaction by which it is expressed and the consequences it produces (p.7). Fourth, sampling in grounded theory proceeds on theoretical grounds. In other words, it proceeds not by drawing samples of specific groups of individuals, or units of time, but in terms of concepts, their properties, dimensions, and variations (p.8). It is the

representativeness of concepts, not persons, that is crucial in grounded theory, and the aim is ultimately to build a theoretical explanation by specifying phenomena in terms of conditions that give rise to them, rather than to generalise findings to a broader population (ibid.). Fifth, analysis in grounded theory makes use of constant comparison, forcing the researcher to challenge concepts with fresh data (ibid.), and allowing him/her to achieve greater precision and consistency. Sixth, that patterns and variations must be accounted for, which means that the data must be examined for regularity or for understanding where regularity is not apparent (p.10). Seventh, process must be built into theory, which means that process has several meanings and that process analysis can mean breaking a phenomenon down into stages, phases or steps. Eighth, theoretical memos should be written from the first phase of data analysis until the end. Memos, as they explain, provide the researcher with a solid base for reporting on the research and its implications (p.10). Ninth, hypotheses about relationships among categories should be developed and verified as much as possible during the research process (p.11). Tenth, a grounded theorist should not work alone. They assert that an important part of the research is testing concepts and their relationships with colleagues who have experience in the same substantive area, which in turn, according to them, guards against researcher bias (p.11). Finally, broader structural conditions must be analysed.

3.5.2 Data analysis in grounded theory

The difference between data analysis in grounded theory and other qualitative approaches is that data gathering and analysis are integrated in the grounded theory method and data analysis starts from the early stages of data collection (Oktay 2012).

Analysis in grounded theory means coding or, assigning codes to data. Codes are basically words that are used by the researcher to convey certain meanings taken from the data (Oktay ibid.). Glaser and Strauss (1967), according to Oktay, distinguished

between substantive or (in vivo) codes — which use the words and ideas of respondents, or if observation is used in the study, the words, behaviours and ideas of those being observed (p.54) — and theoretical codes, which do not come directly from the data, but from the researcher who analyses the data.

Corbin and Strauss (1990), in their reformulated grounded theory, refer to open coding, axial coding and theoretical coding. Open coding, according to Corbin and Strauss, is “the process of breaking down, examining, comparing, conceptualizing and categorizing data” (p.61). It entails “taking apart an observation, a sentence, a paragraph, and giving each discrete incident, idea, or event, a name, something that stands for or represents a phenomenon” (p.63). In order for researchers to do this step, Corbin and Strauss suggest that they should ask questions about each incident or idea and compare it with other incidents that are similar in order to group similar phenomena together and give them the same name (ibid.). Concepts are labelled at this stage, and these concepts are then ready to be grouped. Similar or apparently similar concepts are grouped together around the phenomenon under study in what they call “categorizing” (p.65). They suggest a researcher can conduct open coding by analysing the data line by line, phrase by phrase or sometimes at the level of single words (p.72). In addition, researchers can code sentences, paragraphs or an entire document (p.73). The initial names of concepts are written and the categories pertaining to them are written in a form of a memo (p.73).

Axial coding, on the other hand, is defined by Corbin and Strauss as:

a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories. This is done by utilizing a coding paradigm involving conditions, context, action/interactional strategies and consequences (p.96).

They describe this process as a complex process which involves several steps of inductive and deductive thinking (p.114). Axial coding involves relating categories to their subcategories and testing these against data (p.13). Charmaz explains that the main

purpose of axial coding is to sort, synthesise and organise large amounts of data and reassemble them in new ways after open coding (2006, p.60). According to Charmaz, axial coding “relates categories to subcategories, specifies the properties and dimensions of a category, and reassembles the data you have fractured during initial coding to give coherence to the emerging analysis” (ibid., p.60). Strauss (1987) as Charmaz explains, viewed axial coding as “a dense texture of relationships around the axis of a category” (ibid.). Therefore, axial coding follows the development of a major category.

Selective coding is defined by Corbin and Strauss (1990) as “the process by which all the categories are unified around a core category and categories that need further explication are filled-in with descriptive detail” (p.14). They further state that this core category represents the central phenomenon of the study. It can be identified by asking questions such as “what is the main analytic idea presented in this research? If my findings are to be conceptualized in a few sentences what do you say? What do all the actions/interaction seem to be about? How I can explain the variation that I see between and among the categories?” (p.14).

3.5.3 Concluding comments

Grounded theory has evolved since it was first presented in Glaser and Strauss (1967). In its current constructivist iteration (Charmaz 2006), it has lost most of its earlier positivist leanings, and scholars who use its approach to data collection and coding no longer feel obliged to generate ‘theory’. Rather they see in its rigorous data collection and coding procedure an approach that can underwrite compelling narratives about the phenomenon under study. It is in this spirit that grounded theory is adopted in the current research, where the researcher applies the approach in the analysis of data obtained from classroom observation. In the following sections, the use of observation in data collection and analysis is considered in some depth.

3.6 Qualitative data collection: observation

In general, observation as described by Marshall and Rossman (2014) is a systematic description of the events, behaviours, and artefacts of a social setting. Gray (2017) adds that observation is “the systematic viewing of people's actions and the recording, analysis and interpretation of their behaviour” (p.407). Observation is thus not merely viewing or describing people’s actions, behaviours, events and the setting around them. It is also a systematic means of analysing and interpreting these actions, behaviours, and events. Moreover, Tolan and Deutsch (2015) add another dimension regarding observation in qualitative methodologies when they argue that observation “refers to *naturalistic* observations of people interacting within their ordinary environments without experimental manipulation” (p.719, my emphasis). They add that the observational techniques used in this approach stem from those used in ethnography, which involves not just observing a culture, but using what Geertz (1973) has termed ‘thick description’ to capture the rules and behaviours governing any given culture (ibid.). Baker (2006) holds that observation is a complex research method because “it often requires the researcher to play a number of roles and to use a number of techniques, including her/his five senses, to collect data” (p.172). He adds that the researcher, despite his level of involvement with a study group, must always remember her/his primary role as a researcher and remain detached enough to collect and analyse data relevant to the problem under investigation (ibid.).

Tavakoli (2012) provides a more practical definition of observation as a research method, describing it as “a method of generating data, which involve (sic) the researcher immersing him/herself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, etc., within it” (p.418).

On the other hand, Foster (1996) suggests a more philosophical view of observation. In this definition, he paves the way for conceptualising, categorising and coding observational data:

Observation is a matter of collecting information about the nature of the physical and social world as it unfolds before us directly via the senses rather than indirectly via the accounts of others. But observation is more than just this. Our minds must make sense of the data they receive. To do this we order, interpret, and give meaning to incoming information. Physical objects are recognized and categorized their category, labels symbolizing their key features and qualities. Similarly, by employing our existing knowledge, conceptual schemata, and theories we recognize and give meaning to the human behavior we witness (p.vii).

Sarantakos (2012) argues that observation may be used as the only data collection technique, or jointly with other techniques, such as interviews, questionnaires, documentary and case study. He adds that although observation studies people, it also focuses on objects as products of human action or just as part of the physical environment (p.229).

According to Cohen et al. (2007) observation as a research tool produces more valid or authentic data than would otherwise be the case with mediated or inferential methods, such as interviewing and questionnaire, and this is the unique strength of observation (p.396). They argue that what people do may differ from what they say they do but observation provides a “reality check”. They add that observation also allows the researcher to look at afresh at everyday behaviour that might be taken for granted expected or unnoticed (ibid.) and that observational data are sensitive to contexts and demonstrate strong ecological validity (ibid.).

Starks and Brown Trinidad (2007) emphasise that through observation researchers can gather data about how participants behave in their natural settings and make meaning out of their experiences (p.1375). They add that when used to gather data in grounded theory in particular, observation allows the researcher to see how social processes are constructed and constrained by the physical and social environments in which they are

practised (ibid.). Najafi et al. (2016) add that observation in grounded theory differs from observation in ethnography. As Charmaz (2006) explains, the observer in a grounded theory study discusses the details of only one aspect of the research, whereas in ethnography, the observer examines the details of all aspects available. Najafi et al. (ibid.) explain that in the grounded theory, the researcher relies more on the phenomenon and the process and revolves all field notes around these two issues, which results in the researcher's concepts becoming actions and interactions (ibid.). On the other hand, they explain that in ethnography the focus is on the social setting. Observation in grounded theory creates a more comprehensive picture and leads the observer to shift from the state of being completely inactive towards the observed scene and the scenes surrounding it, towards a very careful, active, observation. They conclude that the aim of observation in grounded theory is to explore social process in human interactions. It is a dynamic approach, the data in this approach provides details of one aspect, and the field notes which are gathered through observation in grounded theory describe the process rather than the social setting. The data analysis moves from the data to the analysis and back again. The researcher aims to accumulate an adequate volume of data rather than a mass of data, as in ethnography.

According to Charmaz (2006), grounded theory observation provides systematic guidelines for investigating beneath the surface and digging into the scene. These methods help in maintaining control over the research process because they assist the observer in focusing, structuring, and organising the research process (p.23). Observation in grounded theory allows the researcher to take a fresh look and create novel categories and concepts (p.24). Charmaz lists grounded theory strategies as follows: researchers seek data, describe observed events, answer fundamental questions about what is happening, and then develop a theoretical category to understand it (p.25).

3.6.1 Observation in translation and interpreting research

Baraldi and Mellinger (2016) claim that direct observation of participants in translation research has not yet provided fruitful data sets. Rather, scholars interested in the translation process tend to employ a number of other data collection methods, such as keystroke logging, eye-tracking, and screen recording to observe the process of translation as it folds. When this approach is contextualised with research in cognitive psychology and psycholinguistics, cognitive behaviour and process can be indirectly observed (p.259). They mention Läubli et al.'s (2013) study as an example of research where the researchers employ observational methodology to produce data in the workplace, lending greater ecological validity to their study (ibid.). They claim that naturalistic observation in translation and interpreting studies is difficult to achieve, but recording equipment may help in collecting data through this means (p.261). They add that participant observation of interpreting activities may be considered intrusive, and participants may request that researchers do not report on parts of the observation. Non-participant observation on the other hand may prevent researchers from taking relevant field notes, particularly in the case of audio recording (ibid.). They mention a handful of studies where researchers employ observation to investigate a phenomena such as intuition in decision making, or cognitive effort during post-editing of machine translation output. They conclude that observation in translation and interpreting research requires attention to the epistemological foundations that shape the ways in which observations of activities can be made. Moreover, the analysis of observations involves reflection on the observational process itself, which may include coding and analysis for field observations, qualitative and quantitative research design, acknowledgment of the study limitations, and methodological triangulation to contextualise findings. They add that

observation not only deepens our understanding of complex translation and interpreting activities but also stimulates participant reflection on actions (p.265).

3.6.2 Classroom observation

Bailey (2001) describes classroom observation as “the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis” (p.14). Tilstone (1998) is somewhat more specific, defining classroom observation as “the systematic and as accurate as possible, collection of usually visual evidence, leading to informed judgments and necessary changes to accept practices” (p.6). Saginor (2008) discusses a special type of classroom observation, namely diagnostic classroom observation, which refers to:

a set of protocols that allows a classroom observer to look more deeply than was possible before into the complex dynamics of a classroom lesson, to diagnose the strengths and weaknesses and to work with teachers to own the results of their teaching and to finally improve students' performance (p.2).

She claims that this approach allows the teacher to break through the surface of best practice and get at the stubborn habits that keep teaching practice from being its best (ibid.), and that research into students' discourse directs teachers to listen to students' conversations so teachers can analyse students' thinking (ibid.).

Moyles (2002) argues that observation provides the researcher with direct access to and insights into complex social interactions and physical settings and allows them to be systematically recorded. It also enriches the supplemental data gathered by other techniques, which allows for data triangulation. Observation, according to Moyles (2002), allows for the use of varied techniques yielding different types of data with a potential to be widely used in different contexts, and can address different types of research questions (p.174). However, classroom observation is challenging in terms of the time, effort and resources needed to conduct this procedure and even the researcher's

continuous commitment is considered here as a challenge. Classroom observer bias is another challenge that can affect reliability of data (p.174).

3.6.3 Types of observation

Observation is divided into different types depending on how systematic it is (systematic versus non-systematic observation), what the role of the observer is (participant versus non-participant observation), what the objectives of the research are and what variables need to be described (structured versus semi-structured versus unstructured observation), or what kind of research setting is assumed (naturalistic versus contrived). These distinctions are elaborated upon below.

3.6.3.1 Systematic vs non-systematic observation

Croll (1986) defines systematic observation as “the process whereby an observer or group of observers devise a systematic set of rules for recording and classifying classroom events” (p.1). Systematic observation is explicit in its purpose or purposes and these purposes have to be worked out before data collection is conducted. It is also straightforward and rigorous in its definition of categories and in its criteria for classifying phenomena into these categories. In terms of the nature of data it produces, Croll argues that systematic observation produces data which can be presented in quantitative form and which can be summarised and related to other data using statistical techniques. Further, he explains that once the procedures for recording and criteria for using categories have been arrived at, the role of the observer is essentially one of the following instructions to the letter and any observer should record a particular event in an identical fashion to any other (pp.5-6). He explains that the purpose of systematic observation is to provide an accurate description of selected features of activities and interactions in classroom (p.9). Bakeman and Gottman (1997) also stress the role of systematic observation in “quantifying behaviour” (p.3): “behaviour codes” are defined in advance and observers are then asked to record whenever behaviours corresponding to

the predefined codes occur. A major concern in this approach is to train observers so that all of them will produce essentially similar protocols, given that they are observing the same stream of behaviour (ibid.). Systematic observation is also time-consuming (Salvia et al. 2012, p. 13).

Non-systematic observation differs from systematic observation in terms of procedures and quality of data. In non-systematic, or ‘informal’ observation, the observer simply watches an individual in his or her environment and notes any behaviours, characteristics and personal interactions that seem significant (Salvia et al., ibid.). Therefore, as Silverman (1983) argues, non-systematic observation produces less specific and accurate data than systematic observation, but it can be done by a teacher without a great expenditure of time (p.15).

3.6.3.2 Participant vs non-participant observation

McKechnie (2008a) defines participant observation as “a method of data collection in which the researcher takes part in everyday activities related to an area of social life in order to study an aspect of that life through the observation of events in their natural contexts” (p.598). She adds that the purpose of this approach is to gain a deep understanding of a particular topic or situation through the meanings ascribed to it by the individuals who live and experience it (ibid.). Participant observation, according to McKechnie, is categorised by emergent design involving different methods including direct observation of human behaviour and the physical features of settings, informal interviewing, and document analysis (ibid.). Data in participatory observation is typically recorded in the form of field notes that, in order for the investigator to remain as unobtrusive as possible, are written up from memory or at the end of the day. Participant observation is usually characterised by long-term engagement in the field, which allows for gathering more detailed and accurate information (ibid.). However, according to

McKechnie, several methodological problems are linked to the use of participant observation. First, participant observation is not well suited to the study of large groups or populations. Second, it can be challenging to gain access to social contexts of interest—in other words, to obtain permission to collect data, to establish credibility, and to earn the trust of those being observed. Third, the investigator's personal characteristics such as gender, age, and ethnicity can interfere with access. McKechnie suggests strategies to overcome problems related to gaining access in particular, such as choosing a setting to which one already has some relationship through work or personal life, taking on a small task that benefits the group to be observed, and staying in the field long enough for habituation to occur (p.599). She concludes that it is well known that the presence of an observer will change to at least some extent the context being studied, which may threaten the trustworthiness of the data collected (ibid.).

In contrast, Williams (2008) explains that non-participant observation is “a relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants” (p.561). Non-participant observers are sometimes physically “co-present” with research participants in a naturalistic setting, but other times may not be present in the setting (ibid.). A possible reason for non-participant observation is the fact that the researcher may have limited or no access to a particular group and therefore may not have the opportunity to engage in participant observation. In addition, the research setting might be one in which participant observation would be dangerous or difficult or the researcher may be interested less in the subjectively experienced dimensions of social action and more in reified patterns that emerge from such action (ibid.). Non-participant observation can take the form of overt or covert observation and can occur in public or private settings (p.561), and that unique ethical issues may arise with each combination of options in non-participant observation:

the covert observer in a public setting must deal with a different set of ethical considerations than an overt observer in a public setting, and so on. He explains that recording behaviour overtly might be interpreted by participants as exceptional or intrusive, therefore, potentially affecting their behaviour, while covert observation may break ethics norms (p.561). Participant observation, on the other hand, by its very nature is overt, but ethical issues still arise. Formal consent from research participants may be required, for example (see section 4.5.2).

3.6.3.3 Structured, semi-structured and unstructured observation

The American Psychology Association defines structured observation, also known as ‘systemic’ observation, as:

a systematic method of collecting behavioural data within a controlled environment, often used in research with infants and young children, in which observers measure overt actions and interpersonal processes. In structured observation, researchers (a) select which behaviours are of interest and which are not, (b) clearly define the characteristics of each behaviour so that observers all agree on the classification, and (c) note the occurrence and frequency of these targeted behaviours in the situation under analysis. (American psychology Association 2018).

McKechnie (2008b) further explains that structured observation uses observation schedules or checklists in which data are recorded according to predefined criteria as values of variables that have been explicitly defined to ensure consistency in data collection. Structured observation stresses factual measures (e.g., whether or not a particular behaviour has occurred) over those requiring judgment or interpretation (e.g., application of a scale related to the intensity of a particular behaviour). She explains that observations are collected in real time, so they have a temporal dimension and yield information about the duration, frequency, and sequence of events (p.838). Because of the rigorous quantitative nature of the variables and data collection, structured observation is regarded as having the potential to yield results with high validity, making replication and generalisation possible (ibid.).

On the other hand, McKechnie (2008c) lists different features of unstructured observation. She argues that the researcher who uses unstructured observation starts the observation process with general ideas, but not with specific ideas of what will be observed. McKechnie describes unstructured observation as ‘holistic, unstructured and unfocused’ (ibid. p.907). During unstructured observations, the observer tries to record as much information as possible about the setting and the participants in order to discover and capture themes and notions of interest (ibid.). Another feature of unstructured observation, according to McKechnie, is it does not require the researcher to use checklists or code schemes, instead the researcher reports in a narrative style observations related to the phenomenon under study (ibid.). McKechnie adds that unstructured observation is linked to both the interpretivist and constructivist paradigm, the latter of which stresses the importance of context and views knowledge as being co-developed by the participants and the researcher (ibid.). In terms of the data collected through unstructured observation, different factors are considered such as the physical setting and its history, the context and the participants (this include the participants’ physical appearance, age, gender, race, actions and interactions with others) (ibid.). During the observation process the researcher looks and listens carefully in order to collect thorough and detailed data by using field notes, especially at the beginning of the project (ibid.). McKechnie argues that one of the major drawbacks of unstructured observation is that this form of observation is prone to the researcher bias because observers choose what to observe and how to analyse the collected information. She further explains that the quality of the data collected through unstructured observation depends on the skills of the observer.

Schensul and LeCompte (2013) state that in a semi-structured observation the researcher lists and partially defines the major domains and factors which he/she believes are salient

in the study (pp.188-189). However, the observer is required to identify and record in detail the exact behaviours which he/she believes are significant in each domain or factor (ibid.).

Morra-Imas and Rist (2009) explain that a semi-structured observation may not have a precise plan, but the recording of a semi-structured observation can be done in three ways: using an observation guide, which is a printed form that provides space for recording; using recording sheets, or using checklists, which are forms used to record observations in yes/no form or using any rating scale. They explain that recording sheets can be used when there are specific observational items, actors, or attributes to observe in semi-structured observation (pp.314-315). Tavakoli (2012) explains that a semi-structured observation will have an agenda of issues but will gather data to illuminate these issues in a far less predetermined or systematic manner than structured observation. In semi-structured and unstructured observation the researcher will review observational data before suggesting an explanation for the phenomenon being observed (p.419). He also compares the three types of data by stating that in structured observation, the researcher will know in advance what is he/she looking for (pre-ordinate observation). He explains that this type of observation takes time to prepare, but the data analysis is fairly rapid, as categories have been established, while less structured observation is quicker to prepare but the data takes much longer to analyse. He argues that structured observation is more systematic and enables the researcher to generate numerical data, in other words, it is more quantitative in nature (p.419).

Kara (2017) explains that in semi-structured observation, the researcher takes notes on a grid and records whatever else catches her/ his eye and it can help the researcher to pick up aspects of a situation that he/ she might otherwise have missed (p.149). She maintains that unstructured observation is quicker than both semi-structured and structured

observation, because the researcher does not have to spend time thinking of what he/ she wants to record and preparing a grid (ibid.).

3.6.3.4 Naturalistic vs contrived observation

Naturalistic observation as described by McKechnie (2008d) is observation which takes place in a natural setting of the phenomenon of interest (p.550). She explains that in this type of observation, the observer does not try to manipulate that setting in any way, and no constraints (e.g., predetermined categories) are placed on the outcome of the investigation (ibid.). The goal of naturalistic observation, according to McKechnie, is to provide authentic, rich descriptions of the behaviour of interest as it naturally exists and unfolds in its real context. Data collection in this type of observation involves unstructured observation and informal interviewing, with note taking, audio recording, and occasionally video recording used to record data (p.550). She explains that naturalistic observation is characterised by emergent research design, purposeful sampling, and inductive data analysis. Believing that data must come from real life, researchers work to get as close to their data as possible. She explains that a major strength of naturalistic observation is that the data collected closely reflect the real, naturally occurring context and the actual actions of the participants in that context, and argues that naturalistic observation offers opportunities to the observer to explore complex phenomena (e.g., interactions between individuals in everyday life settings such as work places) not easily investigated by other more structured methods such as surveys or field experiments (ibid.). On the other hand, McKechnie asserts that the major weakness of naturalistic observation is its potential for generating reactivity or observer effect. This weakness may be addressed through the use of multiple observers and tests of intercoder reliability, although this strategy could result in even more reactivity in some settings, such as those involving only a few participants in a relatively small space..

She concludes that naturalistic observation typically yields large amounts of textual data that require a lot of time to manage and analyse, and naturalistic observation is not effective for studying infrequently occurring or unpredictable behaviours, as this would require inordinate amounts of time in the field (p.551).

Contrived observation takes place in a contrived setting, which means according to Lancaster (2007) that it takes place in an artificial setting or environment (p.103). This allows the researcher to conduct this type of observation in a virtual artificial setting which enables the researcher to more precisely investigate the relationships between different phenomena and may help to establish causation (ibid.). In addition, Lancaster argues that in a more contrived environment, the observer does not have to wait for the phenomena to occur naturally and therefore this approach can be less time consuming and expensive (ibid.).

3.6.4 Observation benefits and limitations

Observation as a data collection tool has considerable benefits. In general, observation allows researchers to collect information regarding the study's physical environment and records human behaviours as they occur in real life (Sapsford and Jupp 2006, p.59). This feature allows researchers to 'access context' in which the study participants are working, which assists researchers to explain the phenomenon under study (Gerrish and Lacy 2010, p.391). Gerrish and Lacy (2010) claim that in contrast to the other data collection methods, observation is not contingent upon on the impacts of 'recall or misinterpretation' by the participants and for that reason they claim that observational data are more reliable (ibid.). When comparing observation with other data collection techniques, Lancaster (2007) claims that observation generates unique and rich data and findings which other data collection techniques are unable to discover and generate (p.99). He adds that observation helps to identify indirect and hidden problems if utilised,

for example, in the area of management and organisational research. He explains that observation enables the researcher to shift the focus to whichever behaviour appears most interesting and relevant (ibid.).

Foster (1996) discusses observation as a data collection tool in educational settings such as schools. He explains that observation provides detailed information regarding different aspects of school life which could not be generated by other forms of data collection methods, such as verbal and non-verbal communication (p.12). He adds that observation allows the researcher to avoid depending on what the participants tell them about their schools in interviews or questionnaires. He claims that observation is the only tool that can record accurately information about students' school experiences.

Ihemere (2007) explains that when there is not much information about the phenomenon under study available, observation offers a flexible approach in obtaining data. He adds that observation provides high quality data in terms of capacity that provides instances of everyday language. Observation can provide "insights into the social and communicative norms of the community" (p.140).

Cargan (2007) argues that a key advantage of observation is its 'directness' (p.142). He explains that this feature allows the researcher to record behaviour as it occurs (ibid.). Observation allows the researcher to record non-verbal behaviours, gestures, postures or even seating arrangements (ibid.). He adds that observation is a useful complement to information acquired by other data collection methods such as interviews and questionnaires. He further explains that responses collected through interviews and questionnaires sometimes differ from what people actually do or say. He adds that observation is not only visual as other senses like hearing and smell can also be involved in this process (ibid.).

Each type of observation has specific advantages. Naturalistic observation, for example, has greater 'ecological validity' than other research methods (Jackson 2014, p.81). Jackson (ibid.) defines ecological validity as "the extent to which the research can be generalised to real life situations" (ibid.).

De Munck and Sobo (1998) argue that participant observation has three main advantages. First, it allows the researcher to gain access to 'backstage culture'. Second, it offers a 'thick description' of a society or a group. Third, it offers a way to report unscheduled behaviours and events (p.43). While 'frontstage' behaviour is expected 'conventional behaviour' intended for public viewing, backstage behaviour is unexpected and hidden from the public. Therefore, participant observation provides access to 'the backstage arenas of social life' (ibid.).

Haynes and O'Brien (2003) explain that one of the major advantages of non-participant observation is related to the quality of the data obtained. They add that non-participant observation allows researchers to concentrate on observation activities and this allows them to collect data on more complex behaviours and causal variables (p.241). In addition, non-participant observers would be expected to collect observational data that is more reliable and accurate (ibid.).

Although observation has many benefits, it also has many disadvantages. McNabb (2014) argues that observation generates a great quantity of data and it takes longer to complete compared to other forms of data collection (p.97). In addition, he explains that the large amount of data collected is not necessarily equally important. He claims that observation may not be able to reveal the cause of a problem or situation (ibid.). Other researchers such as Louw (1998) claim that observation produces unreliable results since it is impossible to control all the factors that may influence the behaviours observed.

However, he explains that many of these disadvantages can be limited by using more than one observer, through training of observers, or by accurate definition of the behaviours to be observed (p.28).

Observer bias is another drawback of observation. Hymel (2005) explains that observer bias includes “the possibility that an observer’s preconceived notions about the behaviour being studied might influence the accuracy of what is observed and recorded” (p.127). However, he explains observer bias can be minimised if the researcher gives accurate and operational definitions of the target behaviours and trains observers to identify these behaviours (ibid.).

In summary, observation like other data collections tools has many advantages and disadvantages. Observation has many positive aspects that a researcher can benefit from in order to collect unique set of data. On the other hand, observation has many drawbacks that could raise the questions of data reliability and validity as mentioned above. However, a researcher can overcome these drawbacks by providing an accurate definition of the intended behaviours and by training the observers to identify these behaviours.

3.6.5 Observation checklists and field notes

As becomes clear in the discussion above, observation checklists or ‘schedules’ are a vital component of many kinds of observation. Tavakoli (2012) defines the observation schedule as:

A form prepared prior to data collection that delineates the behaviour and situational features to be observed and recorded during observation. Observation schedules vary on a quantitative-qualitative continuum. More quantitative observation schedules sometimes referred to as observation checklists, use carefully and explicitly predefined categories of variables that can be counted and analysed statistically. More qualitative observation schedules act as flexible guidelines for data collection, listing topics of interest and providing space to record notes about new themes that emerge during observation (p.420).

Field notes are another important tool used by the observer. According to Patton (2002), field notes consist of “description of what is being experienced and observed, quotations

from the people observed, the observer's feelings and reactions to what is observed and field-generated insights and interpretations" (p.305). Such insights and interpretations become part of the data. Field notes, according to Patton, are the fundamental database for constructing case studies and carrying out thematic cross-case analysis in qualitative research (ibid.).

3.6.6 Concluding comments

To sum up, it can be inferred from the above discussion that observation is a qualitative research method that can be used in a variety of research fields. It involves more than viewing, describing and recording behaviours, actions, events and the surrounding environment. It can be used as the sole research method or combined with other methods. It is said to be systematic and rigorous and it can yield valid, useful, reliable and rich findings. The data produced by this method can be conceptualised and categorised in order to interpret the meaning of a given phenomenon. This feature makes observation an important research tool in grounded theory and action research.

3.7 Quantitative data collection: questionnaires

A survey as a research method is defined by Sullivan (2009) as "a type of research involving the use of questionnaires or interviews to investigate human behavior or perception" (p.502).

McLeod (2018) defines questionnaires as "research instrument[s] consisting of a series of questions for the purpose of gathering information from respondents." According to Singh (2007), questionnaires are usually self-determined, allowing respondents to fill them out themselves. McLeod (2018) explains that questionnaires in general provide a cheap, quick and efficient way of gathering large amounts of data from a large number of people (ibid.). The data thus gathered usually refer to respondents' behaviour, attitudes, preferences, opinions or intentions (ibid.). One of the problems that may arise

when conducting a questionnaire survey, according to McLeod, is the fact that respondents may lie due to social desirability. Most people want to present a positive image of themselves and so may lie or bend the truth to look good.

Research questionnaires normally contain questions of two basic types: open-ended questions and closed questions. Open-ended questions elicit qualitative data while closed questions allow the researcher to gather quantitative data. Closed questions can be dichotomous, allowing respondents to select one of two answers, or multiple response, where respondents select an answer from a longer list of pre-decided categories (Singh *ibid.*). Data elicited by closed questions can be nominal, as in the dichotomous variable 'male' or 'female' or ordinal, in which case the data can be ranked. This may involve the use of a rating scale to measure the strength of attitudes or emotions. For example, when Likert scales are used, respondents are asked to give their reaction to a statement by choosing one point from a scale of usually five or possibly seven points, e.g., strongly disagree / disagree / neutral / agree / strongly agree. (An option for 'unable to answer' or 'not applicable' can also be provided.) In a five-point Likert scale, the responses are scored 1, 2, 3, 4 and 5, where the value 3 is the neutral position. Likert scales can also be treated as interval scales in cases where the researcher calculates average responses to statements. Where 'strongly agree' (with a positive statement) is assigned the value 5, favourable attitudes will score more highly than unfavourable attitudes (see McIver and Carmines 1981).

Questionnaires based on Likert scales offer a number of advantages: they are easily constructed and can provide large amounts of data for relatively low costs. The respondents provide data that can be easily converted into quantitative data. In addition, questions are standardised, which means that all the respondents are asked exactly the same questions, and in the case of closed questions, possible answers are also

standardised. This makes them replicable and reliable, according to McLeod (2018). Kumar (2008) points out that the range of agreement and disagreement responses permitted with Likert items may mean that participants are more comfortable in indicating their position than would be the case with simple agree and disagree choices (p.108). One of the major limitations of Likert-scale questionnaires, according to McLeod (2018), is lack of detail: responses are fixed and there is limited scope for respondents to supply answers that reflect their true feelings on the topic.

Researchers are normally advised to keep questionnaires short, clear and to the point (ibid.). The order in which information and questions are presented is also important: Singh (2007) argues that the first paragraph in a questionnaire should clearly announce the purpose of the questionnaire. Biographical and location questions, for example, should be asked first. The questionnaire then should proceed to attitude questions, moving from general and less sensitive items towards more specific and more sensitive ones (p.70), or from the factual and behavioural to the cognitive (McLeod ibid.). The language and terminology used in the questionnaire should be simple, clear and easy to understand, and appropriate for the group of people being studied. This point is particularly relevant in the current research, in which the researcher found that she had to accommodate participants' linguistic preferences in the formulation of questions, using, for example, the term 'teamwork' instead of 'collaboration' for the sake of clarity (see section 4.6.2).

3.8 Ethical Issues

The use of both observation and questionnaires as data collection tools raises ethical issues. Overt observation is less problematic than covert observation, but as with data collected from questionnaires, researchers still need to assure participants that data collected from observation will be kept confidential and safely, and that participants will

be anonymised. In both cases participants must provide informed consent before becoming involved in a study, and they must be aware that they have the right to withdraw from the study at any time (ibid.). In the context of the European Union's General Data Protection Regulation (GDPR), which came into force in Ireland in 2018, however, participants should also be advised that some agencies can legally demand access to certain types of data, and that once a participant's data has been anonymised, it may be impossible to subsequently identify it in order to remove it from the study.

3.9 Conclusions

To sum up, this research is based on the principles of social constructivist approach to teaching translation. In addition, the project designed for this study is based on the principles of participatory action research. In order to collect the appropriate data for this study, the researcher adopted mixed methods, which allows the researcher in this study to collect (sequentially) qualitative data, in the core component of the research, and quantitative data, in the supplemental component. Nonparticipant classroom observation is used in this study in order to collect the qualitative data, with the help of a semi-structured checklist. To analyse this set of data grounded theory is utilised as a systematic approach to collecting and analysing data. Questionnaires are utilised in this study in order to collect the quantitative data. Finally, the researcher believes that the different approaches used in this study complement each other and provide a solid methodological framework that will help the researcher obtain reliable and valid results.

Chapter Four: The design and implementation of a participatory action research project in collaborative translation

4.1 Introduction

This Chapter describes how the research design principles addressed in Chapter Three were operationalised in the current research. As the previous Chapter made clear, the methodological approach adopted in this study is a mixed methods approach in which the researcher uses qualitative and quantitative methods in a single, qualitatively-driven study (Morse and Niehaus 2009). The core, qualitative component thus provides the theoretical drive of this study, while the quantitative component acts as the supplemental component. Classroom observation is used to collect qualitative data and a Likert questionnaire is used to collect quantitative data. The sampling procedure follows Onwuegbuzie and Collins' (2007) sequentially collected data scheme, which starts by collecting qualitative data and then moves to a quantitative phase in what is called a "time oriented design" (Onwuegbuzie and Collins 2007 p.290). This Chapter is structured as follows: it starts out by revisiting the questions the research set out to answer (in section 4.2). It goes on to present the practical details of how a collaborative translation project was set up in Yarmouk University, Jordan, presenting first contextual factors (section 4.3), and then describing the participatory action taken by the researcher in the academic year 2017-18 (sections 4.4 and 4.5). Data collection and analysis procedures are outlined in sections 4.6 and 4.7 respectively.

4.2 Research questions

The broad question that the current research aims to answer is: How does the instigation of a specifically collaborative teaching and learning environment affect the development of students' teamworking skills?

In order to answer this question, the researcher carried out a participatory action research project, the design of which in turn raised a number of practical questions including:

- 1- How can one turn a classroom into a collaborative working place?
- 2- What should the role of the teacher be in the collaborative classroom?
- 3- What kind of collaborative groups should be formed?
- 4- What role should individual students play in their respective groups?
- 5- How many groups should be formed and how many students should be in each group?
- 6- What type of task should be used in the project?
- 7- What phases of the translation project that should be highlighted?
- 8- What kind of quality assurance should be used? In other words, how will groups ensure that the translation produced meets the client's expectations?

Once the participatory action research had been conducted, a number of sub-questions that are related to the overall research question could be asked, namely:

- 9- Does teamwork enhance students' communication?
- 10- Do the different English and Arabic levels among participants affect the performance of collaborative groups?
- 11- Does gender affect collaboration?

A further sub-question, which was not the focus of the current research, but which could be addressed in future research is:

- 12- Does teamwork produce better translation than individual work?

These questions were addressed using a mixed methods approach, as outlined in Chapter Three. The main question was approached using qualitative methods based on observation, grounded theory and inductive reasoning. Sub-questions, such as those related to the effect of gender or language levels on collaboration were addressed both qualitatively, in the observation phase, and quantitatively, in questionnaires in which

students themselves responded to items designed to elicit their perceptions of and opinions on the participatory action.

4.3 Collaborative translation project: background

This section describes the background to the collaborative translation project at the heart of this thesis. It starts by describing the wider context in which the intervention took place (section 4.3.1) and goes on to describe the traditional approach to TRA 230, the course in which the participatory action research was carried out (4.3.2).

4.3.1 Project setting

Yarmouk University is a public university that was founded in 1976 in Irbid, the second largest city in Jordan. The Department of Translation was established in the academic year 2008/2009 as the first of its kind among the Jordanian government universities, due to the acute need to provide the labour market with highly qualified translators and interpreters in various fields of knowledge. The number of students in the department exceeded 1,000 in the academic year 2016/2017 (Yarmouk University website, last retrieved 2 June 2018). The mission of the department is to provide a variety of academic programmes in the field of translation and interpreting studies in order to equip students with the skills that they need for their future career and to encourage them to conduct academic research in this field (*ibid.*). The department offers a variety of courses at the undergraduate and postgraduate levels in English and Arabic grammar and syntax, discourse analysis, general translation from Arabic into English and from English into Arabic, specialised translation (e.g., media translation, religious text translation, technical translation, and literary translation), computer-assisted translation, and many courses that deal with topics like history and politics. The duration of the term varies from one year to another but it usually lasts for 14 weeks in the autumn term and about 15 weeks in the spring term. Each course is worth three hours' credit per week and students meet for about 60 minutes each class (with ten minutes break). Courses can be arranged to take

place either over three classes per week (one hour each day) or two classes per week (1 hour 30 minutes each day).

The researcher chose TRA 230, English-to-Arabic translation, to introduce collaborative translation and conduct her participatory action research. The ‘pre-intervention’ version of TRA 230 is described below.

4.3.2 TRA 230: pre-intervention

TRA 230 is an introductory course to general text translation from English into Arabic. Before students enrol in this class, they have to pass prerequisite courses, such as TRA 101 (reading comprehension), TRA 102 (English syntax for translation purposes) and TRA 104 (paragraph writing in English) and a number of Arabic language courses. There are three exams each term (first, second and final exam), and about six translation tasks and assignments that highlight different translation, linguistic, stylistic, or cultural challenges. Until 2017/18 Hassan (2014) was the designated course book. It covers many theoretical and practical topics related to translation and illustrates the different translation strategies that can be adopted to solve many translation problems.

The main aim of this course was to enable students to translate different types of texts from English into Arabic and to solve as many translation problems as possible that may arise during the translation process. The learning outcomes simply focused on enabling students to learn different skills regarding basic processes and strategies of translation. The course trained students to resolve lexical, stylistic and cultural problems that arise in translation and offered practical experience in translating short texts of different text types. It also enabled students to analyse a given text in order to understand its content. Students learned how to search for terminology and to use bilingual and monolingual dictionaries. Proofreading, editing and basic translation evaluation were also covered and

students were introduced to evaluation and quality concepts such as accuracy, adequacy and readability.

Typically, lecturers on this course combined teaching translation theories and strategies with the actual practice of translating different types of texts. In the first four weeks of the term, students learned about basic translation approaches and theories, such as Nida's (1964) equivalence typology. Basic translation procedures and strategies were also discussed, and the lecturer provided a number of examples of each strategy. Moreover, during these four weeks, the lecturer asked students to translate short sentences and short paragraphs in order to apply these strategies to different text-types. The basic translation strategies taught during these weeks were constantly discussed and reviewed all through the term. When the lecturer felt that students had mastered these skills reasonably well, he/she would move to the next step, which was introducing the first longer translation task.

The texts in this course came from a variety of sources, including newspapers, literature and technical, scientific, legal and tourism texts. The lecturer selected a short text (about 250-400 words maximum) each week in order for the students to complete, in turn, translation, proofreading, editing and evaluation tasks. Traditionally, students were asked to do these tasks individually. Interaction was limited and not encouraged by the lecturer. Experience has also shown that students practised the different phases of translation (pre-translation analysis, terminology search, translation, etc.) most of the time with the help of the lecturer and resorted to the lecturer whenever they faced a problem. The lecturer in this course was expected to provide answers to students whenever they were stuck. The lecturer was also the only one who examined the students' final translations and made the final decision on the quality of these translations. The lecturer held the ultimate power and students could not challenge the lecturer's translation and answers, and tended

to follow blindly her/his steps in translation. TRA 230 thus traditionally followed the teacher-centred rather than student-centred approach. This in turn limited students' independence and turned them into passive learners. Their translations also tended to be very literal, as students believed that literal translation produces an accurate translation. Rote memorisation was another issue, especially when students tried to memorise the teacher's translation and use it in translating the same text or similar ones. Students in this case did not tend to correct their own translation mistakes or put much effort into searching for resources to solve translation problems. The quality of the translation that each provided individually, from the current researcher's point of view, was not good enough to enable them to proceed to the next level. Most of the tasks traditionally presented in TRA 230 were not authentic: the lecturer rarely, if ever, exposed students to real translation tasks from real clients.

For all the reasons mentioned above, the researcher believed that the traditional way of teaching TRA 230 did not improve students' translation skills, interpersonal skills, or professional skills. The course thus required a different teaching approach, one that would enable students to become more engaged in the learning process, to become more active learners and to be introduced to the translation market and the different skills required to work in this market as professional translators. Consequently, the researcher introduced collaborative learning to TRA 230 in 2017/18. The updated syllabus and learning outcomes, as they were communicated to the students, are reproduced in sections 4.4 below.

[4.4 TRA 230: post-intervention](#)

The participatory action research described in this thesis began with the drafting of a new syllabus, including learning outcomes, for TRA 230. This section outlines this new

syllabus as communicated to students in 2017/18. It also lists the learning outcomes for the course, and gives details of resources used and summative assessment, as well as specifying the venue for the research. Details are also given of the participants and the source text used in the research.

4.4.1 TRA 230 syllabus

TRA 230 is a general translation course from English into Arabic. This course aims to equip students with the necessary translation skills and translation techniques that will help qualify them to work as translators. It aims at training students how to analyse, translate, proofread, and edit a text with the help of a group. This course aims at applying the principles of collaborative learning, which encourage students to work in groups. Students will be divided into small groups. Within these groups, each has a role, such as a project manager, translator, reviewer, or proof-reader. These roles and the description of each role will be provided to students by the lecturer before the beginning of the semester. This course uses authentic texts with real clients. Texts will be provided by an NGO. The focus in this course will be on translation in which students will first learn how to translate short passages from English into Arabic. In this course the difference between the source (English) and target language (Arabic) will be discussed. The different features of the grammatical systems of English and Arabic will be highlighted. Connotative and denotative meanings and the difference between the two will be also highlighted in this course. Cultural expressions, idioms and cultural references related to both languages will be discussed. In addition, different translation theories, such as the equivalence theory and Skopos theory will be discussed along with the different translation strategies that students can employ to solve translation problems. While translating, students will learn about different concepts such as accuracy, adequacy, and readability.

4.4.2 Learning outcomes

At the end of this course, students will be able to:

- 1- Work professionally within a team in order to complete a translation task.
- 2- Understand how to analyse the source text and to understand its grammatical features with the help of the group members.
- 3- Accurately transfer the meaning of the source language to the target language with the help of the group members.
- 4- Recognise translation problems while translating a text and employ appropriate strategies in order to solve the problems with the help of the group members.
- 5- Solve these problems with the help of the group members and produce an acceptable and accurate translation.
- 5- Communicate, negotiate and work with the other members of the group.
- 6- Work with the group members in order to meet the client's requirements.
- 7- Work with the group members in order to meet deadlines.
- 8- Understand the different features of a real translation workplace.

Students are expected to face the following challenges:

- 1- The cultural challenges when translating from English into Arabic.
- 2- The linguistic challenges when translating from English into Arabic.
- 3- Understanding the source text.
- 4- Creating the same message and effect of the original in the target text.
- 5- Spotting mistakes and mistranslations.
- 6- Producing an accurate translation in both languages.
- 7- Communicating with the group members effectively.
- 8- Working within a group effectively.
- 9- Running the project smoothly.
- 10- Meeting deadlines.

4.4.3 Reference books and online resources

Two reference books were selected for use in this course: *Translation with reference to English and Arabic: A practical guide* (Shunnaq and Farghal 1999) and *The Routledge course in translation annotation Arabic-English-Arabic* (Almanna 2016). These two

books provide explanations of basic theories in translation, such as the different types of equivalence, literal translation, and Skopos theory. In addition, in these books the authors suggest different translation strategies at the local and sentence level, such as Catford's shifts (1965) and Vinay and Darbelnet's (1958/1995) direct translation and oblique translation. They also present a number of texts with their translations and the strategies the translators used as examples to enable students to understand how to solve different problems in translation from English into Arabic.

4.4.4 Assessment

Assessment policy at Yarmouk University depends on a fixed grading system and exams, with summative assessment in the translation courses in question based on exams on the 28th of February, the 25th of April and the 28th of May (first, second and final exams). This could not be changed for the purposes of the project described in this thesis. While this might appear as a constraint, there are some advantages to this situation: it meant that students' participation in the project did not affect their marks for the courses in question. Participants could thus participate in the project without feeling forced to do so in order to get a good mark. Motivation for participation came instead from the inherent value of carrying out authentic tasks in collaboration with their peers. Meanwhile, feedback from the teacher and their peers served as an important formative assessment mechanism.

That said, individually produced translations and group translations were collected and kept by the researcher as part of this research project, as they constitute an important source of data for triangulating findings from the current study, and will be used in a follow-up study that will focus specifically on product quality in individual vs. collaborative translation.

4.4.5 The venue

The researcher chose to conduct this project in the Faculty of Arts' computer lab at Yarmouk University in order to let the students use computers during the project. In addition, the seats in this lab face each other, with tables in the middle, which facilitates communication. This lab is considered a natural setting as different translation courses take place in this lab all through the academic year. There are 22 seats in the lab, meaning that 22 students could be accommodated in TRA 230 in 2017/18. This number was considered ideal in the above-mentioned course as it allowed the researcher to form and manage the groups who were involved in this project very easily.

4.4.6 Research participants

The project started in the second semester of the academic year 2017 / 2018. Twenty-two students were enrolled in general translation from English into Arabic (TRA 230) in this semester. There were eighteen females and four male students. Students' ages ranged from 19 to 20 years old. Six students were in third year, eight in second year, and eight in fourth year. Students in this class were mostly from Jordan, and with only one male from Syria. All the students in this course were translation major students.

Arabic is the students' native language and their second language is English. English is taught in public schools in Jordan from the age of eight until the age of eighteen. The Ministry of Education in Jordan has developed twelve levels of English from 1st class to 12th class, with Judith Greet et al.'s (2015) *Action Pack* used at level twelve. However, English language proficiency varies from one student to another, although students enrolled in TRA 230 have all passed the prerequisite English and Arabic language courses mentioned previously.

Students in this course all gave their informed consent (see Appendix E) to participate in the researcher's project. None of them dropped out from the project or the course. Some

students missed some classes during the semester, however, due to bad weather or illness. The researcher overcame this obstacle by staying in touch with the absent students via social media, such as WhatsApp, and updating these students on all the activity that occurred in the class. In addition, the participants created a WhatsApp group in order to keep in touch with each other during the class time and while they were at home. All through the project the researcher made sure that the participants attended most of the time in order to complete the different phases of the project and sometimes the participants who were absent from the class were asked to attend extra classes and to meet with their group in order to compensate for the time they lost.

It is worth mentioning that the sampling process in this research was purposeful sampling: the researcher intentionally chose this course in question in order to investigate the notion of collaborative translation; the particular participants followed on by default from this choice.

4.4.7 Translation task: source text

Before the beginning of the project, the researcher made contact with several NGOs, in Jordan and abroad, that deal with refugees and asylum seekers. Jordan borders on Syria to the north, and many Syrian refugees have fled to Jordan since the outbreak of civil war in Syria in 2012. The UNHCR estimated the number of officially registered Syrian refugees in Jordan as 666,294 in 2018 (UNCHR official site 2018).

Syrian refugees are placed in two major camps in Jordan, Alzaatri Camp and al Azraq Camp, where they deal with many NGOs and humanitarian organisations from different parts of the world on a daily basis. Most of the representatives of these organisations communicate in English with the refugees, but this makes for difficulties for Arabic-speaking Syrians whose English may not be up to the task. Many Jordanian students, whose major is in translation and English language, thus work in these camps as freelance

interpreters and translators. The humanitarian organisations are in constant need of documents translated from English into Arabic in order to help the refugees in the above-mentioned camps to overcome the consequences of the war. Common Bond Institute is one such organisation. It is based in Michigan, in the United States of America, and offers services to help refugees in different parts of the world including the Middle East. The Institute needed to translate a manual designed and used by a social health care, training and treatment programme delivered by the Common Bond Institute. The manual is entitled *Group Work Facilitation* and the aim behind translating this manual is to provide an Arabic version to Jordanian and Syrian students in Yarmouk University, who were taking a course in how to facilitate group work as part of their training in social work in refugee camps.

The manual uses every-day, easy-to-understand English. The topic is group work facilitation and the manual lists the different steps for group facilitation. The word count is 21,927 words, which is about 99 pages, triple spaced. The manual does not include any illustrations or tables. The English is suitable for the students at this level of education and the manual was deemed suitable for use on TRA 230. The manual is reproduced in Appendix C of the current thesis.

Although the choice of text in this case was driven primarily by Common Bond Institute's specific needs, and the aim was not to identify a text that was particularly representative of translation requirements in the sector, it turns out that the text may be representative of the type of text that humanitarian organisations typically need to have translated in times of crisis. Recent research by Cadwell et al. (2019) shows, for example, that during the Rohingya crisis in Myanmar, the predominant text type translated by Translators Without Borders, in terms of word count, was training material, which accounted for 60% of all translated content.

4.5 Implementation: TRA 230 2017-18

This section outlines the different phases of the participatory action project at the centre of this thesis, focusing in particular on how students played the roles they had been assigned in their groups.

4.5.1 Project phases

The project reported on in this thesis was divided into five basic phases: project set-up, translation, reviewing, quality control and submission. Project set-up involved creating the groups, and determining each student's role in the group. During this time, a number of aids were distributed to students, such as documents outlining the translation brief, translation workflow and text analysis steps, and glossary creation guidelines.

Figure 4.1 illustrates the project phases:

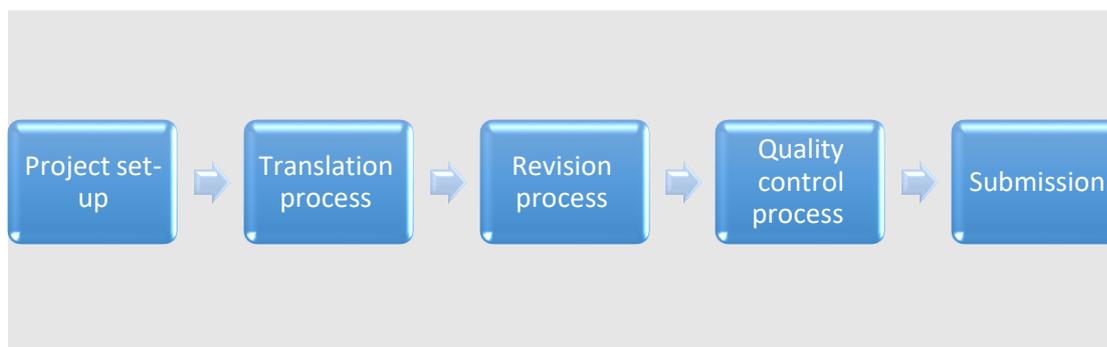


Figure 4.1: collaborative translation project phases

The second phase, the translation phase, consisted of three sub-phases: glossary creation, source text analysis, and translation. The third and fourth phases involved reviewing and revising the final translation and then conducting a quality control check on the final translation produced by the group. The final phase consisted of submitting the final product to the client.

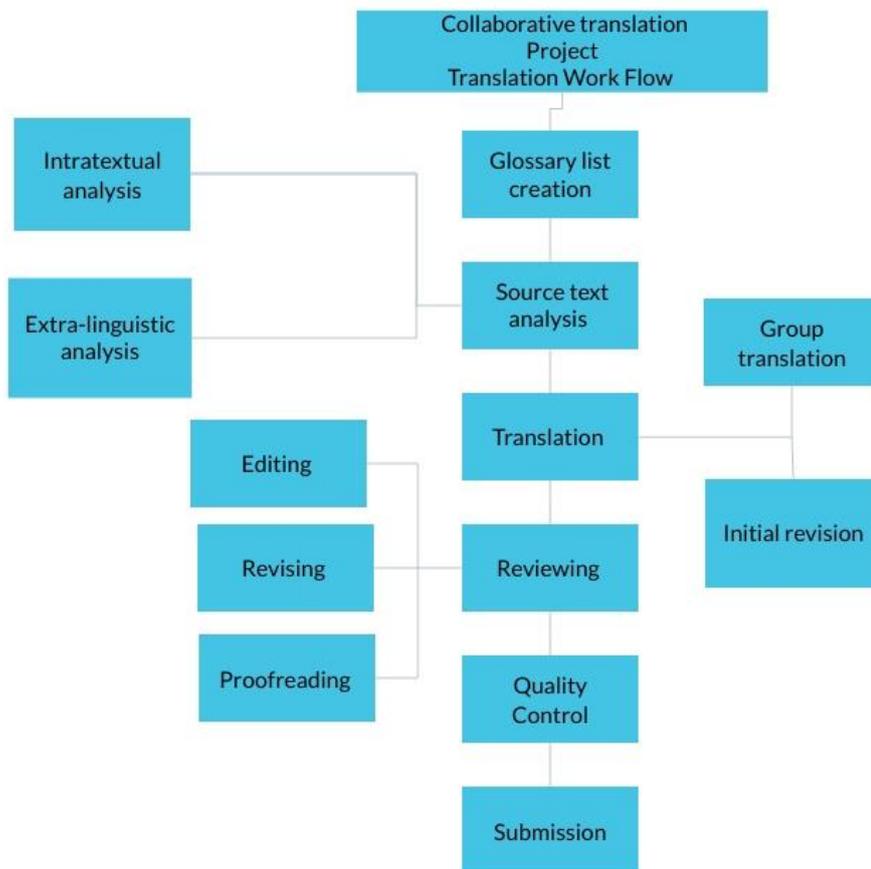


Figure 4.2 Collaborative translation project sub-phases and work flow

The project itself was preceded by a preparation period (two months prior to the commencement of the project) during which the researcher updated herself on important information regarding collaborative learning principles, how to create groups and how to manage these groups in a collaborative learning class, how to create a translation project, and how to manage this project. In this regard, she consulted the following books: *Collaborative Learning techniques: a handbook for college faculty* (Barkley et al. 2014), *Translation project management* (Matis 2005), *How to manage your translation project* (Matis 2014) and *The main steps of translation management* (Matis 2015). She also made contact with a number of non-governmental organisations (NGOs) in order to find real clients who would provide texts for the project. In addition, the researcher consulted the

European Commission (2012) report entitled *Studies on translation and multilingualism: the status of the translation profession in the European Union*, which provided her with important information about translators' competences in Europe. The researcher also designed a translation workflow chart in order to enable students to follow the translation process steps.

In addition, she taught herself how to observe groups in a classroom, and how to design a checklist. This enabled her to design a semi-structured observation checklist in order to systematically collect the required data. The researcher believes that it is crucial for a researcher to familiarise him/herself with the different types of observation techniques prior the commencement of a collaborative translation project. In this regard, she consulted, in particular, Cohen et al.'s (2011) *Research methods in education*.

In addition, the researcher made the adjustments outlined above to the syllabus for TRA 230 in order to meet the objectives of the project. This is an important step as the main aims of the researcher were to change this class from a teacher-centred to a more student-centred course, to enhance learning according to the principles of the social constructivism, and to apply the principles of collaborative learning.

4.5.2 Research ethics

Before commencement of the project, the researcher explained the aims of the study to the students with the help of a plain language statement. The researcher gave ample time to students to ask any questions, and then asked them to read and sign an informed consent form in which they agreed to the researcher observing their interactions and audio-recording their conversations while they were completing a task. They also gave their permission for the researcher to use their translations for the purposes of the current research and agreed to fill out a questionnaire at the end of the project. The research was

conducted in line with the requirements of both DCU's and Yarmouk University's Ethics Committees. (See Appendices F and G for documents related to ethics clearance.)

4.5.3 Project start-up

The researcher and the students' first meeting took place on the 4th of February, that is, at the beginning of the second semester of the 2018/2017 academic year. The meeting lasted for two hours, during which the researcher briefed students on the following:

- 1- The project and its objectives.
- 2- The project's different phases, the texts to be used, and the clients who would provide these texts.
- 2- Creating the groups.
- 3- How to work within a group.
- 4- The role of each student in the group.
- 5- The importance of meeting deadlines, as students would work with authentic texts with real clients and real deadlines.
- 6- Glossary creation and source text analysis (with the help of guidelines distributed to students).
- 7- Translation workflow (with the help of a chart distributed to students).
- 6- Schedule of meetings: The researcher and students arranged a number of meetings, especially meetings that would take place before the submission of the translation, in order to discuss issues that might arise during the translation process. Several short meetings were scheduled during the semester in order to answer any questions regarding the project.

The researcher also provided a detailed description of each student's role in the group in a Microsoft Word document which was distributed to the students during this meeting. Project management personnel in each group were given particular directions by the researcher. First, they were asked to manage each group member's work and to monitor their engagement in the task. They were asked to keep notes recording each member's participation and contribution to the group during the task. The researcher highlighted to the project managers that every member should be encouraged to participate and no member should be left behind.

4.5.4 Creating groups

As mentioned previously, 22 students participated in TRA 230. They were divided into five groups: three translation groups, one reviewer group, and one quality control group. Each translation group consisted of five students. One worked as a project manager and the rest worked as translators. This group was responsible for translating the source text into the target language. The reviewing group consisted of four students who worked as reviewers/revisers or proofreaders. They were responsible for revising the translation and making corrections when necessary. The quality control group consisted of three students who reviewed the translation for the last time before submission. The researcher's role in this project was to observe and record students' activities and collaboration during the different phases of the translation process. The researcher, as lecturer on TRA 230, intervened only when strictly necessary.

The class was thus divided into the following five groups:

- 1- Group A: one project manager and four translators. Members (AP1, A2, A3, A4, A5).
- 2- Group B: one project manager and four translators. Members (BP1, B2, B3, B4, B5)
- 3- Group C: one project manager and four translators. Members (CP1, C2, C3, C4, C5)
- 4- Group RP (reviewer group): four Reviewers (R1, R2, R3, R4)
- 5- Group QC (quality control): Three quality control students (QC1, QC2, and QC3)

The Groups' profiles were as follows:

Translation group A

- 1- AP1 (male, fourth year)
- 2- A 2 (female, second year)
- 3- A3 (female, fourth year)
- 4- A4 (female, third year)
- 5- A5 (female, second year)

Translation group B

- 1- BP1 (male, third year)
- 2- B2 (female, fourth year)

- 3- B3 (female, second year)
- 4- B4 (female, second year)
- 5- B5 (female, second year)

Translation group C

- 1- CP1 (female, fourth year)
- 2- C2 (female, second year)
- 3- C3 (female, fourth year)
- 4- C4 (female, second year)
- 5- C5 (female, second year)

Reviewer group

- 1- RP1 (male, fourth year)
- 2- RP2 (female, third year)
- 3- RP3 (female, third year)
- 4- RP4 (female, fourth year)

Quality control group

- 1- QC1 (female, fourth year)
- 2- QC2 (male, third year)
- 3- QC3 (female, third year)

Project managers, reviewers, and quality control group members were selected according to their level of English and Arabic and academic year. The Arabic language is classified into three main forms: Classical Arabic, Modern Standard Arabic and Dialectal Arabic. Modern Standard Arabic is widely used in daily media, books and official documents and follows standard grammatical rules. Even though students on TR 230 are native speakers of Arabic, they tend to use colloquial Dialectal Arabic in their daily communication more than Modern Standard Arabic, but Dialectal Arabic is not used in formal written documents. Translation students at Yarmouk are therefore required to excel in Modern Standard Arabic to ensure their success as translators.

Third year and fourth year students have completed a good number of language courses in Modern Standard Arabic and English, which qualifies them to work as project managers, reviewers or to join the quality control group. In addition, most of the students

on TRA 230 were taught by the researcher in the above-mentioned language courses. Therefore, she already knew their level of English and Arabic.

Third year and fourth year students in particular had taken one or two classes in computer skills and how to use CAT tools. The third and fourth year students also volunteered to teach the rest of the students in this project different computer skills including how to write and send an e-mail, how to use and create a Microsoft Word document, etc. When the groups were created, the researcher made sure that each group contained both male and female students. In addition, students in each group were of different English proficiency levels.

As mentioned earlier, TR 230 is intended for second year students, but as can be seen from the above students' profiles, a good number of third and fourth year students were enrolled in this course. Yarmouk University policy allows students who were not satisfied with their marks and only passed the course at the second year level to repeat it in order to raise their marks. In addition, some of these students did not have the opportunity to enroll in these courses in the first place when they were in second year (mainly those who are in third year at the time of the project).

Students were also encouraged to register as volunteer translators with NGOs such as UN Volunteers and Translators Without Borders. These organisations allow novice translators to work as volunteer translators. The texts provided by these organisations are mostly very short with simple English. This experience would expose students to crowdsourced translation, which has elements of online collaboration, as addressed in section 2.4.

4.5.5 Roles

In each translation group, one student worked as a project manager. The project manager was the link between the client, the researcher, the translators in the group and the other

groups in the project. It was his/her responsibility as a project manager to receive each weekly task that required translation, and to negotiate deadlines with the other groups when necessary. One of the project manager's responsibilities was to do a preliminary examination of the text, its word count, and terminology. He/she was also responsible for going through all the instructions provided by the client and for dividing the text into tasks and setting up a daily schedule for each weekly task. He/she helped the translation group to create a glossary. He/she also monitored the translation process and assured consistent collaboration and communication among the group members. The project manager was expected to answer translators' questions regarding any specific instructions that the client provided. In addition, the project manager was expected to communicate with the other groups on behalf of the members to discuss any unclear points, to carry out quality checks at the different stages of the translation process and to help the group members to produce one translation and then discuss the final translation, text layout and style. When the translators finished each task, the project manager would send it to the reviewer group for revision and proofreading. The project manager was also responsible for meeting the weekly deadlines that were agreed by the groups and the final deadline agreed by the end client. He/she would also deliver the final translation to the end client.

Project managers had to be excellent communicators because they needed to communicate with the rest of the translation group members and the other groups in the project. Their spoken and written language skills in both English and Arabic had to be very good. The project managers also needed to be well-organised with good time management skills and to thrive under pressure, because working as a project manager can be stressful. They needed to be able to multitask and be excellent problem solvers. They also had to have good computer skills and very good translation skills.

The remaining four students in each translation group took responsibility for completing the translation task as a group. The brief was to create a translation that would read as if it were an original in Arabic. Translators were also charged with creating a translation glossary before starting the translation process with the help of the project manager and the other group members. Their role was to read the source text and rewrite it in the target language and to ensure that the meaning of the source text was preserved. This would involve using specialised dictionaries, thesauruses, reference books and online resources to find the most appropriate translations for the words used, and consulting experts in specialist areas. Translators were also expected to be able to use appropriate software (e.g., Microsoft Word) and to present the final translation as requested, following the project manager's instructions. Translators were expected to have very good language skills in both English and Arabic, as well as a good knowledge of the source language culture, good computer and typing skills, and excellent internet research skills. They were also expected to be excellent problem solvers.

Students in the reviewer group were expected to work as a team in order to check the translation produced by the translation groups for any linguistic or culture-related errors, and to correct them accordingly. The reviewer group would also check that the translation was accurate and delivered the same message as the original and check that the terms used in the translation were those approved by the translation groups in the glossary. They would also compare the translation with the original to check the translation for any punctuation errors and correct them. They would check the translation for any style errors, and ensure that the translation layout was similar to that of the original. They were also responsible for going through all the project managers' instructions in order to make sure that the translators had followed them. Finally, they were responsible for sending the corrected files to the quality control group for a final check. Reviewers were required to

have excellent language skills in both English and Arabic, to be well-organised and accurate. It was also considered beneficial for them to have good computer skills, especially in Microsoft Word, and acceptable translation skills.

The quality control group's role was to check the translated text for the last time and compare it with original. The group was to check the translated text for errors, omissions, spelling mistakes, punctuation mistakes, and translation consistency. The quality control group also had to check the text's style and layout. They were charged with going through the client's instructions one last time before submission, to make sure that the translators had followed all these instructions. Quality control personnel were expected to have above average spoken and written language skills in both English and Arabic, to be well-organised and accurate. Good computer skills were also considered beneficial.

The above role descriptions were inspired by those used in real international translation workplaces, such as in Lionbridge and SDL. The main aim of the role descriptions in this project was to expose students to the different actors and roles in real workplace translation processes. In addition, the role descriptions also motivate students to improve their skills in accordance with contemporary work practices. The researcher disseminated a copy of these roles to the participants before the project started.

4.5.6 TRA 230 2017/18 weeks one to four

TRA 230 took place in the second semester of the 2017/2018 academic year, which was fifteen weeks long. As already indicated, the course was worth three hours' credit per week. The class took place on three days per week (Sunday, Tuesday and Thursday) and each class was 60 minutes long with a ten-minute break at the end. In the first four weeks of the course, i.e., from the 4th of February until the 1st of March 2018, the lecturer introduced basic translation theories and strategies. The different types of equivalence, such as formal, functional and ideational equivalence, as introduced by Nida (1964) and

discussed in Shunnaq (1999, p.20) were introduced, as were examples for each type and short exercises to enable students to apply related strategies. Semantic and communicative translation as introduced by Nemark (1981) and covered in Shunnaq (ibid.) were also discussed. Other topics included: linguistic and semantic challenges in translation between English and Arabic; literal and free translation (as covered in Shunnaq 1999); Catford's (1965) shifts; Vinay and Darbelnet's (1958/1995) direct and oblique translation (in Almann 2016); and differences between English-language culture and Arabic-language culture. Skopos theory and the functionalist approach (Vermeer 2004; Nord 1991, 2005) were also discussed in order for the students to be able to specify the purpose, the audience and the function of the translated text, and to be able to explain their translation choices and decisions. The lecturer provided students with Powerpoint presentations that further explain these theories and strategies, and the discussion of translation strategies continued all through the semester and during the project. The first exam took place on the 28th of February, in which students were asked questions related to the translation theories and strategies discussed earlier.

4.5.7 TRA 230 2017/18 weeks five to fifteen: collaborative translation project

As mentioned previously, the researcher contacted the founding Director of the Common Bond Institute in order to explain the collaborative translation project that the researcher was conducting. The researcher explained that the students in this project would volunteer to translate a text for his institution. The Director was delighted to provide a text to be translated by students and gave permission to use the text for this project. The lecturer discussed with the Director the idea of granting students certificates of appreciation that indicate they had successfully completed the project. The researcher also discussed with the founding Director the purpose of the translation, the audience who would read the

translation, and the language used in the source text in order for students to design a translation brief with the help of the researcher.

The submission date of the project was also discussed. The project lasted for 10 weeks and the official date for submitting the project was the 4th of June 2018.

The second meeting with the students took place directly after the first exam, and the researcher and the students discussed the length of the text, the subject of the text, the intended audience, and the source language and the target language conventions. The official deadline for submitting the whole text was also discussed.

A translation brief was designed with the help of the project managers that indicated the date on which the text was to be received, the source language (English), the target language (Arabic), delivery deadline for the whole text (the 4th of June 2018), delivery deadline for each weekly task (Sundays at 8:00 pm), text title (*Group Work Facilitation Manual*), source file format (Microsoft Word document), and delivery file format (Microsoft Word document). The Arabic translation of the manual would be used in conducting on-going intensive professional training courses in psychological group work skills for local trainees in Jordan. Among trainees would be students enrolled in various programmes at the Queen Rania Centre for Jordanian Studies and Community Service, the Department of Sociology at Yarmouk University and numerous Jordanian local humanitarian NGOs serving refugees and other vulnerable populations.

As already indicated, the text was 21,927 words long. The text was divided into ten chunks of approximately equal length. Students were expected to submit one chunk of the translation per week over the ten weeks of the project. The researcher discussed the text word count with the project managers, and they agreed that each translation group would translate three pages per week. The researcher also shared the e-mails she had

exchanged with the Director of the Common Bond Institute in order to show the students, and especially the project managers, how they could contact clients in the future.

The researcher explained to the groups that the strict deadline for submitting each chunk of text would be 8:00 pm on the Sunday of each week. As the first collaborative translation class took place on the 4th of March 2018, in the fifth week of the semester, the submission date for the first chunk would be on the 11th of March 2018 at 8pm. The last week, before the submission of the whole text, would be dedicated to collecting all the translated chunks, putting the final text together, doing the final revision with the help of all the groups, and submitting the final translation.

In this second meeting, each student read the role description provided to him/her by the researcher, a copy of the translation brief and the workflow model. Each project manager was given the names of the members of their group. Questions regarding each group member's role were answered by the researcher. The groups were thus considered ready to begin the translation process, as outlined below.

4.5.8 Translation process

The translation process, which was conducted by the translation groups, was divided into three main phases: glossary creation, analysing the text, translating and reviewing the text. When the three groups finished their translations, they formed a single 'supergroup', in order to check the three translations and combine them before submitting the combined translation to the reviewer group. The three translation phases are described below.

4.5.8.1 Glossary creation

In the first class, the researcher highlighted to students the importance of terminology management in a translation project. She explained how to create a glossary in order for the terminology to be consistent, especially across a long text that would, in the first instance, be divided into chunks. The researcher highlighted the idea of using the web as

a linguistic corpus in order to understand the function and meaning of given words. In addition, she illustrated how to search for these key words and to find the meaning that is appropriate to the context. Moreover, she illustrated how to use dictionaries (hard copy and online) and other resources properly in order to find the correct meaning.

All five groups received a copy of the whole text in order to read it and to familiarise themselves with the text's subject, style and linguistic features. The groups met at the beginning of the first class in order to create a glossary for the whole text to unify the vocabulary used. About 300 key words were listed alphabetically with short definitions and explanations for each word or term. After the groups approved the glossary, the project managers in each group saved the list and sent a copy to each of the other project managers, the reviewing group, and the quality control group by e-mail. In addition, a paper copy of this list was distributed to the groups' members. The search for key words and the creation of a unified glossary took 50 minutes. At the end of this class, students suggested the creation of a WhatsApp group in order to stay in touch with each other at home.

4.5.8.2 Analysing the source text

The second class took place on Tuesday the 6th of March, 2018. In this class students joined their groups as directed. Text analysis guidelines were provided to students by the researcher in order to highlight the different steps of analysing the source text. These steps were presented in the form of questions based on Nord's translation-oriented source text analysis (1991, 1997), which is, in turn, based on the functionalist approach to translation, and considers both intratextual and extra-linguistic features. Extra-linguistic features of the text include features such as when the source text was first published, the original audience who received it, in what format it was distributed to the original audience, the source text genre, the purpose and function of the source text, why this text

was produced in the first place, and who is the target audience. The questions also encouraged students to reflect on the importance of knowing the topic of the text, how the text was organised, the vocabulary used in the source text, the linguistic features of the source text sentences, and the register of the text.

The students read these questions and sought clarification regarding these steps where necessary. The translation groups then read the whole text together in order to understand the chunk of the text that was chosen for them by their project manager. The translators in each group started analysing the text together by answering the questions provided in the text analysis sheet. In addition to the questions that the researcher provided, students also started together to detect some of the translation problems in the text and to suggest solutions to these problems. When the three translation groups finished this phase, they started translating the text. The third class was dedicated to the translation process. The analysis phase provided the translation group members with an initial understanding of the source text. At this stage, group members were ready for the next step, which was producing the first translation draft in Arabic.

When translating the source text, each translation group sat together. The members of the group then proceeded to produce a group translation. This group activity involved different social, translation, and learning activities, such as group discussion, negotiation, teamworking, further understanding of the source text, and group searching for equivalent words, concepts and terms in the target language.

The project manager, with the help of the group members, reviewed the final translation. A comparison between the source text and the target text was conducted and an initial revision was also performed by the project manager during this time. When each

translation group had finished their translation, the three groups joined forces in the supergroup and put the three translations together.

4.5.8.3 The translation supergroup

Work in the supergroup involved each project manager photocopying his/her group's translation and disseminating it to the members of the supergroup. One by one, each project manager read his/her group's translation to the supergroup and discussed it with all students. They checked each translation for mistakes and suggested corrections and then put the three translations together. Then they typed the final combined translation and sent an electronic copy or a paper copy to the reviewer groups for revision and proofreading. The project managers also wrote their group's name on the section they had completed in order to track each group's translation quality.

4.5.8.4 Revision, quality control and chunk submission

The fourth class was dedicated to reviewing, revising and a quality check of the group translation. It is important to mention that students who worked as reviewers (four students) and quality controllers (three students) were asked to sit with the other groups during the translation process until these groups had finished their tasks. In addition, they were asked to keep a notebook in order to write notes that could help them in the reviewing process. They were asked not to interfere with the translation process and not to suggest any corrections while the translators were translating, however. Once the translation supergroup finished a translation task the reviewer group convened straightaway and started the reviewing and proofreading process. When they finished they sent a final clean copy to the quality control group.

The quality control group (three students) did a final check of the text. They read portions of the text to check for consistency. They checked if the page layout was similar to the original and they conducted a final check for any linguistic or translation mistakes. At the

end of this class, there was a short meeting between the researcher and the groups and they discussed many issues the students faced during the collaborative translation process. At this stage the first chunk was ready for submission, the researcher gave her e-mail to students in order for them to submit the final translation on the 11th of March 2018.

4.4.8.5 Subsequent iterations

The project managers created a file and saved all the translations produced by the groups and sent to the researcher in subsequent weeks. Each week students completed a chunk of the text and they submitted it on time, with the exception of weeks four and seven, in which the deadline was changed to the next class. These delays, however, did not affect the final submission date. Although extra time was given to students in these cases, they were asked by the project manager to start translating a new chunk at the same time as they were finishing the existing one. The project managers were responsible for reminding students of the deadlines and collecting the translations.

4.5.8.6 Final submission

The final week of the project was dedicated to a final revision and quality check of the whole text performed by the supergroup. Each page was reviewed separately. The reviewer and quality control groups each prepared and presented a Powerpoint presentation that showed the rest of the students how they initially reviewed, revised, and proofread the different chunks of the texts. The quality control group member also explained in his presentation how the group selected chunks from the text to check for inconsistency and linguistic mistakes.

The final translated version of the manual can be viewed in Appendix D of this thesis. It was submitted on the 4th of June 2018 by the researcher to the Director of the Common Bond Institute. Two weeks later the Director of the Common Bond Institute sent an

appreciation certificate to each student who had participated in the project. Each certificate contained the student's name and an indication of his/her role in the project.

The second summative exam took place on the 25th of April 2018 and the final exam was on the 28th of May 2018. The last week before submitting the translation was thus after the final exam was finished, which gave students plenty of time to review the translation before submission.

It is worth noting that the translation, revision, quality control and submission processes took four days to finish in the first week, but in the following weeks this was reduced to only three days. This indicates that participants had become used to the process. The fact that the reviewer and quality group volunteered to stay an extra hour after the class helped in speeding up the translation process. Also, they volunteered on different occasions to produce electronic copies of each group translation. This also helped to speed up the translation process.

4.6 Data collection procedures

As explained earlier, this research aims to investigate how the instigation of a specifically collaborative teaching and learning environment affects the development of students' teamworking skills. In order to answer this question and related sub-questions, the researcher used mixed methods in order to collect the required data. The research is qualitatively driven, which means that the core component of the project is qualitative and the supplemental component is quantitative. The data required for the two components were collected sequentially. The researcher started by collecting data through classroom observation in TRA 230. The second set of data, which would be quantitative in nature, was based on a questionnaire designed to elicit the students' perceptions of the collaborative learning process.

In the following sections, the two data collection phases are described.

4.6.1 Classroom observation

4.6.1.1 Observation checklist and field notes sheet

A semi-structured observation checklist and field notes sheet were created for this project in order to record students' behaviours. The observation checklist contains, among other information, the date and time when the observation occurred, and the duration of the observation. The purpose of tracking the time here is not to time the duration of a given behaviour, as the purpose of the checklist is to produce qualitative data rather than quantitative data. Rather, it is used simply for organisational purposes.

The observation checklist also shows the name and number of the course and class in which the observation took place, the group name, and members who attended the class during the observation time and who are being observed. Because this is a semi-structured observation list some predefined general behaviours related to collaborative work among students were included in an "expected behaviours" column. The aim of the checklist was to collect as many instances of behaviour as possible that are related to teamworking and collaboration in the translation classroom, and that is why a semi-structured observation checklist was used: as indicated in the previous Chapter, in unstructured observation, observation notes risk becoming too unsystematic and yielding a large amount of unorganised or uninteresting data; while structured observation checklists may lead the observer to focus on too narrow a set of pre-defined behaviours and ignore other possible behaviours that might only emerge while observing, but that nonetheless turn out to be important. To capture such emerging behaviours, the researcher thus added a dedicated column to her observation checklist. The researcher's observation instrument also contained enough space for memo writing, in which she performed an initial analysis of each classroom observation.

The observation checklist created for this project thus combines some features of structured and unstructured observation. It is less systematic than structured observation but is more organised than unstructured observation. The aim of this checklist is to collect data that is qualitative in nature and to capture as many instances of certain behaviours related to collaborative translation as possible.

4.6.1.2 Observed Behaviours

As mentioned earlier, the participants in this project were divided into groups. Each group had a task to complete. The project followed a specific timeline in order for the translation workflow to run smoothly. The role of the researcher was to observe these participants while they were working within groups. The observation procedure can be described in this project as a semi-structured non-participant observation, during which the researcher observed key behaviours and actions by the participants while they were completing a translation task as a group. The observations are divided into three sets of data. The first set of data includes the expected behaviours and actions performed or demonstrated by the participants and that are related to teamwork and translation as a practice. These sets of behaviours and actions were divided into three major categories: collaborative social behaviours, collaborative translation work behaviours, and collaborative learning behaviours.

The second set is the emergent behaviours that develop while the researcher is observing the participants. The researcher expected that different behaviours would emerge during the project that were not directly related to the categories mentioned above.

The third set of data is the memos. The researcher dedicated space to writing analytical memos that required performing an open coding, following the grounded theory coding

principles outlined in Chapter Three. Grounded theory data analysis requires the researcher to perform initial data analysis and coding as soon as first data are collected.

4.6.1.3 Observation in TRA 230

Observation took place from week five in TRA 230, following a standard procedure: Each class in TRA 230 lasted for 60 minutes with 10 minutes' break. Students sat together as groups around a table and facing each other. The researcher joined one group at a time during the task and observed this group for 20-30 minutes. During this time, she recorded the required data in the observation checklist. When she had finished with the first group she moved to a second group and observed this group for another 20-30 minutes, while the other groups continued with their tasks. An audio recorder (on a mobile phone) was placed in the middle of the table where the other groups sat. Each group's behaviour was thus either observed by the researcher or audio recorded. In the final minutes of the class the researcher moved around the groups and recorded any behaviour that she thought important.

At the end of each class all observations, anticipated and emergent, and the researcher's field notes were typed up and saved as Word documents, each of which included the name of the group and its members and the date when the observation was made. The researcher also saved the audio recordings to a password-protected computer along with the names of the group and the group members. It is worth noting that, unlike the observation checklist, the content of the audio recordings will not be used directly in this study. This is because the audio recording yields a huge set of data that would be impossible to analyse within the scope of this project. However, the researcher used the audio recorded data to check if the same behaviour or different behaviours occurred and in other groups while she was watching a specific group.

The full observation checklist as completed by the researcher is contained in Appendix A. Please note that some of the group conversations recorded in the checklist were initially recorded in Arabic, because the groups were communicating in Arabic, and the researcher subsequently translated them into English.

4.6.2 Questionnaire

A questionnaire was designed for this project using a five-point Likert scale.

The questionnaire was divided into four main sections in an attempt to investigate the perceived relationship between teamwork (the independent variable) and four dependent variables: translation skills, translation process, translation quality, and interpersonal skills. A preliminary set of questions aimed at collecting demographic data. Four variables were introduced in this set: gender, students' previous experience of collaborative learning, English level rating, and academic year.

The independent variable was very deliberately labelled 'teamwork' as opposed to 'collaborative translation' or 'collaboration' in the questionnaire, as initial discussions about the project with the students showed that 'teamwork' was a much more familiar term for them, but that it encapsulated all the features that had been deemed important to 'collaboration' in the current project, as addressed in Chapter Two: e.g., it involved co-labouring on single project in which different participants could take on different roles, but all would be working towards the same common goal. The term 'teamwork' thus had the merit of not needing further explanation when used in the questionnaire, which the researcher wanted students to be able to answer without her intervention. It is also a term that is used by many translation agencies and commentators on skills needed in the translation industry (e.g., Lafeber 2018). The term 'teamwork' is thus used in this thesis as a synonym for 'collaboration', in the technical sense described in Chapter Two.

The set of questions on teamwork and translation skills contained 15 questions designed to gauge students' perceptions of and attitudes towards teamwork and translation skills, and to find out what translation skills they perceived themselves to have acquired in this project.

The set of questions aimed at collecting data on teamwork and the translation process contained ten questions that measured students' attitudes towards working in a team and the translation process and the relevant skills they felt they had learned. There were 21 questions on teamwork and translation quality and 22 on teamwork and interpersonal skills. The wording of the questionnaire statements was also examined in order to make sure that they were clear and straightforward. Face validity was confirmed through showing the questionnaire to untrained individuals in order to see whether they thought that the statements of this questionnaire made sense.

The full questionnaire can be seen in Appendix B.

Figure 4.2 shows the full sequence of the data collection in this study.

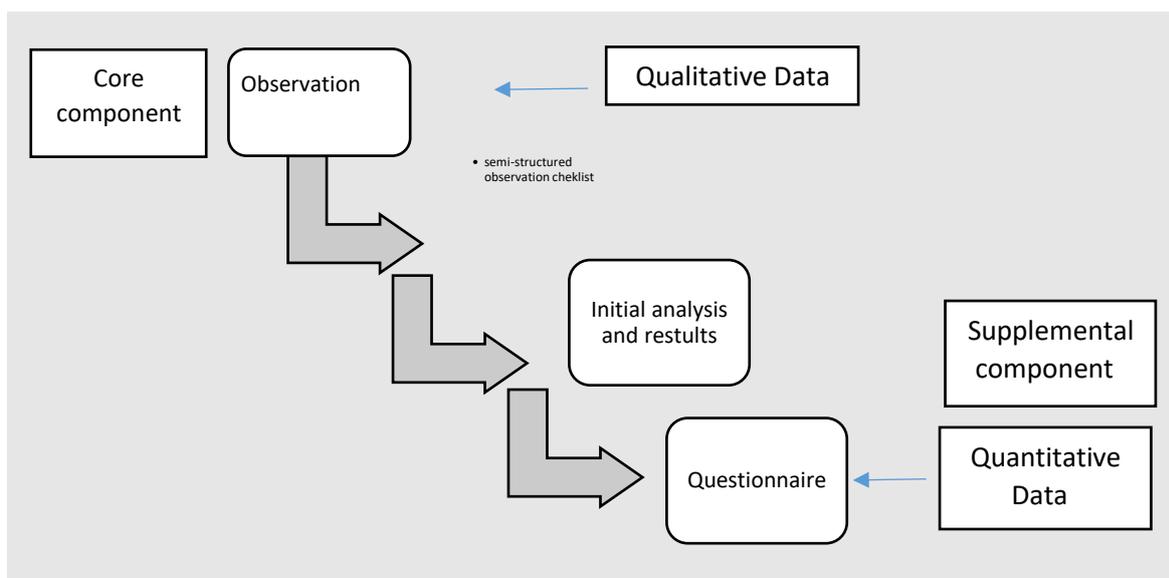


Figure 4.2. Mixed methods: sequentially collected data

4.7 Data analysis procedures

The first set of data collected in this project is the qualitative data. The researcher used grounded theory data collection and analysis procedures as set out by Corbin and Strauss (1990) in particular, and outlined in Chapter Three, in order to collect the data required for this study.

4.7.1 Qualitative data analysis

The researcher divided the data analysis procedure for the qualitative component into three phases according to the above-mentioned procedures suggested by Corbin and Strauss (1990).

The first phase is open coding: during this phase, the researcher started collecting the data through classroom observation. In each class the researcher observed one or two groups for about 20-30 minutes. The researcher collected rich data from the first week of this project. At the end of each observation checklist she wrote a theoretical memo in order to keep track of the concepts and categories (Corbin and Strauss 1990) the data produced.

The open coding procedure that the researcher adopted in this study included breaking the data down analytically in order to be able to interpret the phenomenon under study.

The researcher kept in mind the general question of the study in order to connect the data with this question. The data collected in the first week of this project produced many significant abstract concepts. In order to reduce the number of concepts produced from this phase, the researcher grouped concepts that share properties and dimensions together. This process was conducted through constant comparison of existing data with freshly collected data. The researcher asked various questions while comparing data with data (what? how? when? where? why? and who?) as suggested by Corbin and Strauss (1990) to enable her to be sensitive to new issues and more likely to notice their empirical implications, which Corbin and Strauss (1990) call “theoretical sensitivity” (p.12). In

addition, the constant comparison and questioning during this phase enabled the researcher to break through her own subjectivity and bias (ibid.). As the researcher fractured the data, she was forced to test preconceived ideas against the data themselves, as suggested by Corbin and Strauss (1990, p.13).

The second phase is axial coding in which the researcher linked the conceived categories with their subcategories. Again in order to achieve this, the researcher asked the same questions she asked while conducting the open coding phase. During the analytic process of this phase, the researcher sought to systematically collect the full range of variations in the phenomena under study, again as suggested by Corbin and Strauss (p.13).

Selective coding is the third phase, during which the researcher unified the categories around one central category, and categories that needed further explanation were filled in with descriptive detail (ibid., p.14). In order to achieve this, she utilised the same questions she had asked in the previous phases in order to compare data with data and to link categories with similar ones in terms of their properties and dimensions. This led to a precise central phenomenon at the end of the analysis phase, especially in the last four weeks of the project.

4.7.2 Quantitative data analysis

The quantitative data analysis was assisted by using SPSS (v.25) to calculate summary statistics and carry out the required statistical tests. Prior to commencing the statistical analysis of the questionnaire results, basic assumptions were addressed to ensure data reliability. Normality and multicollinearity tests were used for this purpose. (See Appendix I for results.) Normality measures the statistical distribution of data and multicollinearity is a phenomenon whereby two or more variables have high correlation. In addition, Cronbach's alfa test of reliability was used in order to confirm statistical reliability of the questionnaire, and the t-test was used in order to examine the differences

between the participants' assessments for the four dimensions according to their demographic information. The t-test also determined the variance between the mean values for four groups and was used to examine the difference in the participants' assessments according to their gender, level of English, academic level and previous participation in a collaborative class. Finally, a one-way Analysis (Anova) test was used in order to compare mean values for three groups or more and to examine the difference in the participants' assessments according to their level of English, academic year, and their previous participation in a collaborative class.

4.8 Conclusions

In summary, this Chapter has been concerned with the practical implications of methodological principles considered in Chapter Three. It has laid out the specifications of an authentic collaborative translation project which was conducted in Yarmouk University, Jordan, in the academic year 2017-2018, and described in detail the data collection and analysis procedures used in the research. The analysis of these data is presented in Chapter Five.

Chapter Five: Data Analysis

5.1 Introduction

This Chapter presents the data analysis conducted in this study. The Chapter is structured as follows: section 5.2 presents the qualitative data analysis. It represents the results of the core component of the mixed methods study reported on in this thesis and is divided into three phases: open coding in section 5.2.1, axial coding in section 5.2.2 and selective coding in section 5.2.6). A detailed interpretation of the three main categories is provided in the following sections: group interaction 5.2.3, group translation 5.2.4 and group learning 5.2.5. Section 5.3 presents the supplemental quantitative data analysis. It starts with section 5.3.1 which explains the statistical analysis tools utilised in this study. Section 5.3.2 provides details of respondents' profiles, and section 5.3.3 provides details regarding data and pre-assumptions. Statistical reliability is discussed in section 5.3.4 and the quantitative data analysis proper is presented in section 5.3.5. Section 5.4 discusses the point of interface in which the results of the two components are combined. Finally, a general conclusion to the entire Chapter is provided in section 5.5.

5.2 Qualitative data analysis

As already indicated, the researcher divided the data analysis process of the qualitative component into three phases: the open coding phase, the axial coding phase and the selective coding phase, following Corbin and Strauss' (1990) grounded data analysis procedures. The first and second phase of data analysis (open coding and axial coding) lasted for ten weeks. Selective coding started when the data reached the data saturation point, when no new concepts or categories emerged, and the core category was identified.

5.2.1 Open coding

As outlined in Chapters Three and Four, the researcher collected data through classroom observation. The 22 students in the TRA 230 translation course were divided into five

groups. The researcher observed one or two groups per class for about 20 to 30 minutes each and using an observation checklist. The observation checklist was divided into three columns: one for expected behaviours, one for transcriptions, and one for emerging behaviours. The expected behaviours column was pre-populated with general labels for behaviours that she expected her students to demonstrate while working within a group and practising group translation. The transcription column was subsequently filled with the transcripts of students' conversations, behaviours, actions/interactions during the project. The third column was populated with general labels for the unexpected behaviours that emerged during each observation. The researcher expected her students to demonstrate the following: social behaviours that are related to collaborative work, collaborative translation work-related behaviours, and collaborative learning-related behaviours.

The checklist also contained a table for memos that allowed the researcher to capture different behaviours and actions/interactions when they first appeared, and to label them and assign suitable initial codes to them. The first five weeks of the project produced rich data. In order to convert data into codes, the researcher read each observation checklist multiple times in order to understand the nature of certain behaviours or actions that she observed. Therefore, the first process involved reading and analysing at the same time. Sometimes, the researcher was analysing while she was writing her observations, especially when she noticed certain salient behaviours or actions. The second step involved coding the observation line-by-line by underlining each word, phrase, or sentence that delivers meaning or represents an action and then conceptualising these words and phrases. The researcher assigned a suitable, abstract concept to each distinct, eye-catching word, phrase or action. She used boldface to highlight these words, phrases, and actions in order to make them more visible. The sentences where these words, phrases

and actions occurred were underlined and then coloured. Each colour represented an abstract concept that shared the same properties. These were then grouped together to form another abstract category that condensed the properties and dimensions of the concepts. As already indicated, the questions proposed by Corbin and Strauss (1990), namely when? why? who? how? and what?, were used by the researcher all through the three phases in order to help her connect the concepts together and create categories, and later to connect categories with their subcategories (Corbin and Strauss 1990, p.60).

At the end of each week and after the researcher had conducted an open coding for each group checklist, she grouped these concepts together under abstract categories according to their properties and dimensions. Each week the researcher collected and analysed these checklists in the same manner. She noticed during the last four weeks of the project that most of the concepts were repetitive and no new concepts or ideas had emerged, which indicated that the data had reached saturation. Then she conducted the final analysis phase, which involved identifying the core category. She achieved this through constant comparisons among the concepts and then among the emergent categories until she noticed that these categories revolved around one main category and one central phenomenon, which is related and significantly connected to the main aim of her study and answers the general question of her research.

The process of coding and assigning abstract concepts to key words and phrases adopted in the first five weeks, and described above, was repeated in the following five weeks. These concepts were collected from the classroom observations transcripts, and in order to verify if these same concepts occurred when the other groups were working, the researcher checked the audio recordings of the other groups. It can be said that some of these concepts were first “in vivo” codes in which the researcher used the participants’ words and phrases (Charmaz 2006, p.55). This process allowed the researcher to assign

general codes that flag condensed but significant meanings produced by the participants themselves (ibid.). Table 5.1 shows (in order of appearance) some of the keywords that were highlighted in the checklist on the first day of the first week of the classroom observation:

Table 5.1: keywords highlighted on the first day in week 1

Greet	Glossary creation
Introduce	Reading
Shake hands	Start
Salam aleekum	Searching for meaning
Male	Inconsistency
Female	Collocations
Fourth year	Expressions
Ask	Idioms
Answer	Words
Discuss	Multiple meaning
Agreement	Context
Explain	Printed dictionaries
Interrupted	Contextual dictionaries
Suggest	Google
Talk	Verb
Volunteer	Noun
	Adjective
	Prefer to work alone
	Working in pairs

This process can be described as breaking down the data in order to see through it and understand the different meanings within it (Corbin and Strauss 1990, p.12). The researcher grouped these keywords and phrases under different abstract concepts, by identifying the relationships between these keywords, phrases and actions. In order to name these concepts, she adopted the classical model of grounded theory (Glaser 1978), naming and labelling data using codes. Charmaz (2006, p.136) follows Glaser and insists on using gerunds while coding. She explains that using gerunds prompts thinking about actions, and encourages coding data as actions, Charmaz (ibid. p.48). An example of such coding in the current research involves the concept of ‘discussing’. Under this concept,

we group the following words, or phrases, as they appear in the observation checklist: ask, answer, respect, opinion, talk, decision, idea, share, etc. (For the full context (sentences or lines) in which these words and phrases appear in the observation checklist, please see Appendix A.) These concepts also show the importance of the practice of discussion among the group members. The relationship between these words is clear, because asking questions will create a point for discussion and then the participants will wait for answers, which lead to different opinions and so on. Therefore, this is how the first abstract concept was conceived. Table 5.2 gives an example of some of the concepts and shows how the researcher managed through this process to reduce the data into concepts:

Table 5.2: converting data into concepts

Words, phrases, expressions from the observation checklist	Concepts
Ask, answer, opinion, talk, decision idea, share, respect	Discussing
Greet, handshake, smile	Self-introducing/initiation
Smile, respect, talk, help, explain, advice, giving tips	Relationship building
Accurate, literal, difficult, vocabulary, search, meaning, source text, target text, transfer, convey, connotative meaning, denotative meaning	Translating
Compare, original text, translated text	Revising
Mistakes, mistranslation, punctuation mistake, grammatical mistakes, corrections, spelling mistakes, meaning	Reviewing
Use dictionary, use Microsoft word, use Google search engine	Utilising different resources/ being methodical

In brief, many concepts were produced during the open-coding phase. The data were first fractured and then broken down analytically and then conceptualised. The next step was to categorise the resulting concepts, which meant grouping similar concepts together according to their dimensions and properties. The data collected in the first weeks in particular were very important, because they produced many significant concepts, which were then categorised; these categories directed the researcher to the next observations that occurred in the following weeks. The researcher asked many questions about the emerging categories and their sub-categories. Take 'group conflict', a sub-category that belongs to the 'group interaction' category, for example. The researcher started to look closely at instances of conflict, the different forms of conflict that occurred, why and when it occurred in the first place and its effect and consequences on the translation process and the group's relationships. This process was important because, as Corbin and Strauss (1990) explain, asking such questions enables the researcher to be sensitive to new issues that may emerge during the analysis process (p.12).

Figure 5.1 illustrates the process of open coding.

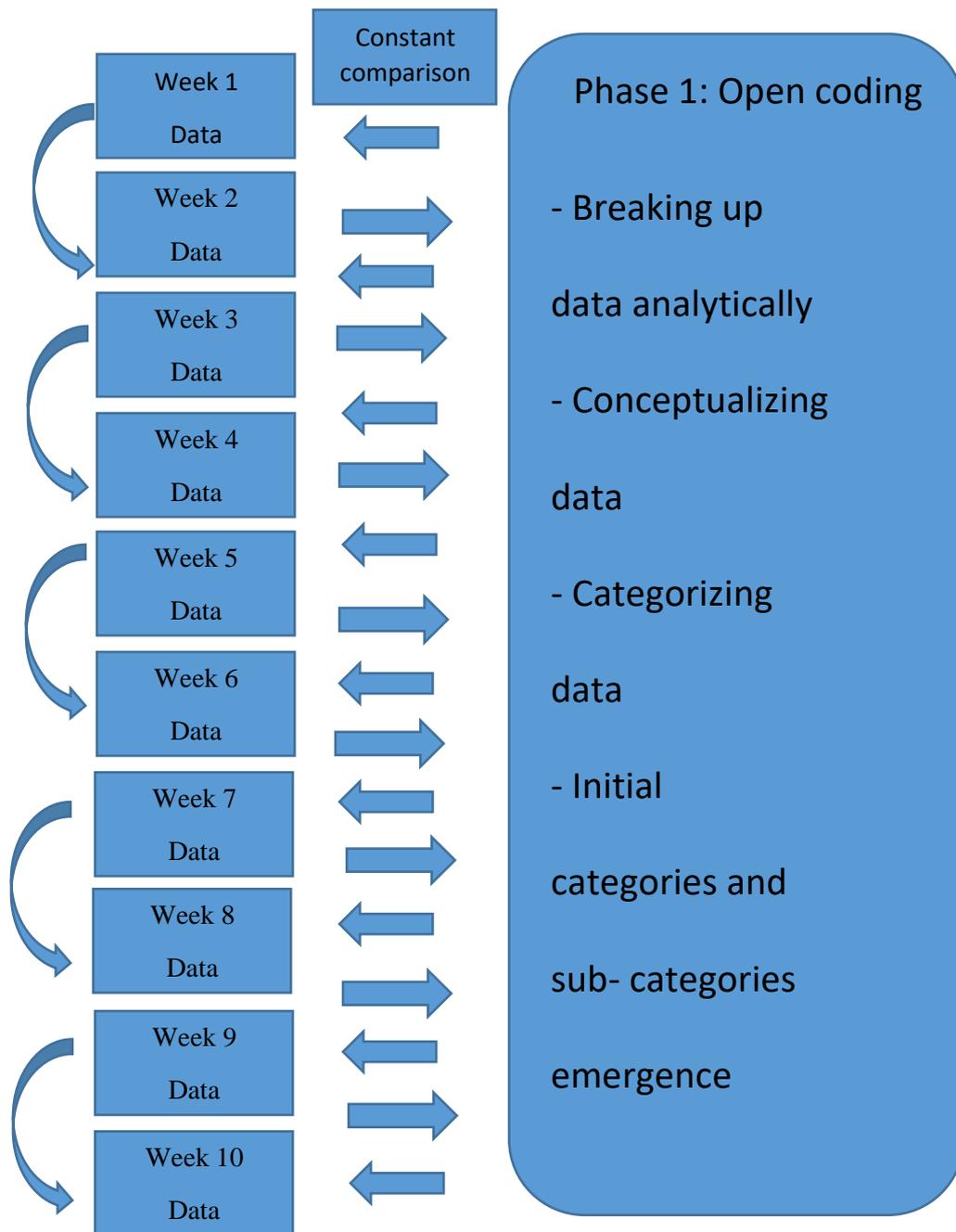


Figure 5.1: open coding

5.2.2 Axial coding

Axial coding as defined by Corbin and Strauss (1990, p.13) involves linking categories to their subcategories and testing the relationships between them. In this way, many abstract categories started to emerge under which concepts were grouped. Through comparing data with other data, and comparing actions and behaviours that share

properties, as Charmaz (2006, p.49) suggests, three main categories were conceived in the current research: group interaction, group translation and group learning. In order to explain the axial coding process further, the development of the category of 'group interaction' will be illustrated below. A number of concepts that share the same properties and dimensions were collected in the first phase of the open coding and were later grouped under the category of 'group interaction'. Examples of the initial concepts that emerged and were later grouped under 'group interaction' are: initiating conversation, discussing, communicating, developing relationships, expressing opinions, supporting, opposing, motivating, respecting/disrespecting, trusting. Taking 'initiating conversation' as an example, in order to define the properties of this concept the researcher asked questions such as: how did the group initiate conversation among themselves? When did they do so? And why? Take group A (translation group) for example. At the beginning of the project when the group members first met each other, the project manager was the one who started asking questions for different reasons. He first asked questions to initiate conversation among the group, to grab the group's attention, to tell a story about his previous experience, to break the ice among the members to encourage them to participate and to show that he was in charge. Therefore, asking questions and responding are two properties that belong to the 'initiating conversation' concept, and these took different forms. The concept of 'discussing' also shares these properties with 'initiating conversation'. They are closely related to each other, and that is why they come under the category of group interaction. Group interaction is an abstract category that has properties and dimensions that were extracted from its concepts. Figure 5.2 shows how axial coding

worked:

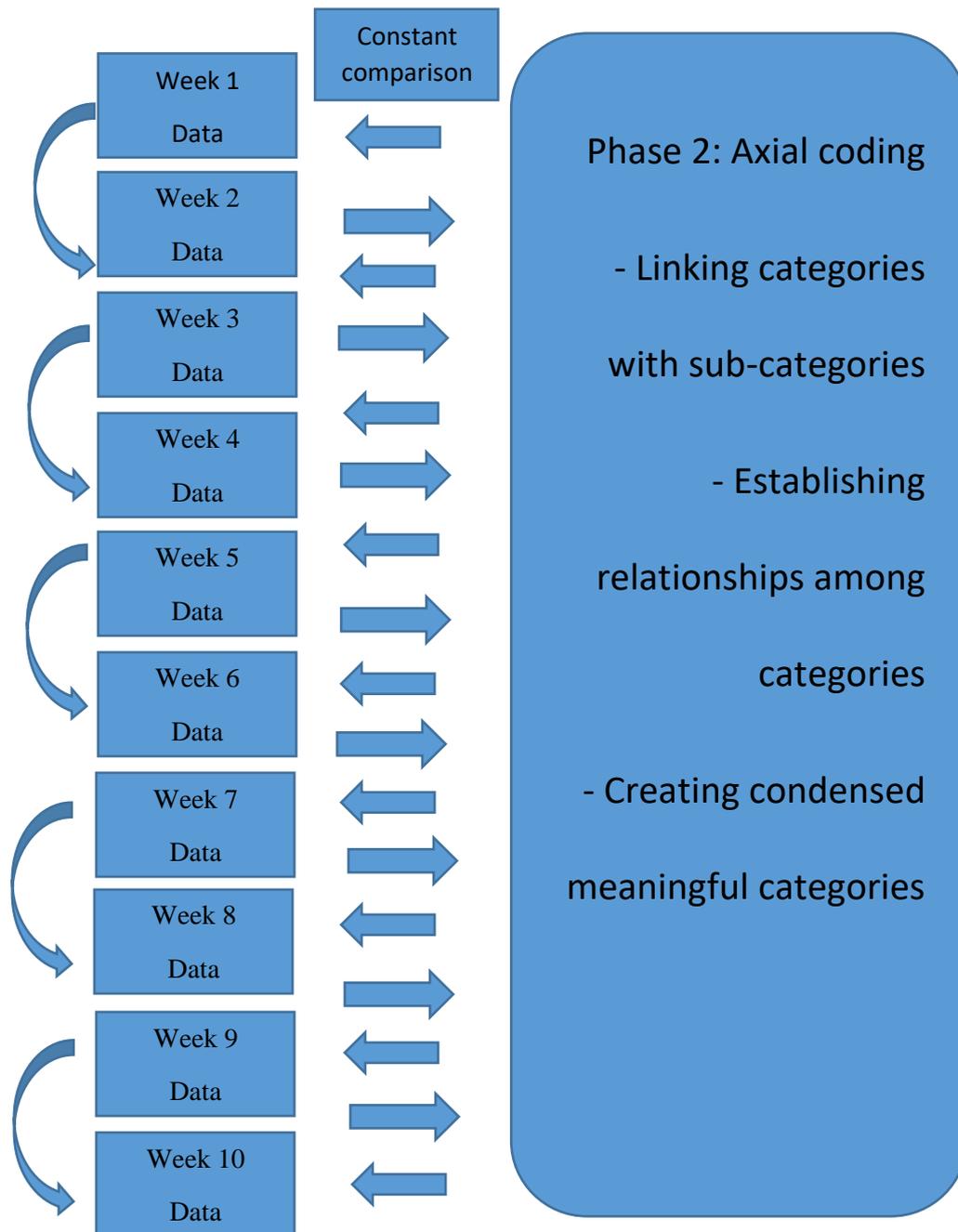


Figure 5.2: axial coding

The open coding process also conceived subcategories that needed to be linked to main categories. For example, group conflict was initially conceived as a category during the open coding process. During the axial coding, it was tested against freshly collected data

from the following weeks in order qualify as a category. The group conflict category has various properties and dimensions that can be linked to the 'group interaction' category however: as the groups interacted and communicated on a daily basis over the course of the project, different patterns of conflict occurred. Such patterns include competition, clashes of opinions, gender related issues, leader dominance and so on. The researcher expected some of these conflicts to occur, but other forms of conflict, for example competition, emerged unexpectedly. The researcher started to ask why, when, and how this type of competition started in the first place. The answer to these questions would reveal the properties and dimensions of the concept of 'competition'. The consequences of competition among the participants also were considered.

Group conflict shares many of the properties of group interaction, but has additional properties and dimensions, which qualifies it as a subcategory of group interaction. This process was tested through identifying the relationship between the categories and their subcategories with fresh data that was collected each week, and by examining the context, conditions, actions/interactions, and their consequences as recommended by Corbin and Strauss (1990, p.13). For example, the conditions that led to the context of 'group conflict' included: different opinions being put forward by the participants; participants competing with one another; each participant expecting the other participants to perform in a professional way in order to finish the task and achieve the goal but these expectations not being fulfilled as desired on various occasions by specific members in one group. The fact that there was a weekly deadline to finish the task put pressure on the participants, which led sometimes to conflict. Another condition for conflict was the different personalities in each group and their different perspectives. The actions and interactions of group conflict were manifested in students starting to argue, fight, avoid each other, or disrespect each other, among other behaviours. The consequences of group

conflict were that the translation process in which the conflict occurred was slow, which led to delays in submitting the translation. Participants showed a lack of interest and engagement on certain occasions, and some of them showed their desire to quit the group. Different subcategories were linked with their main categories during this phase in the same manner, which reduced the number of the categories into three main categories. Table 5.3 shows the categories conceived during the open and axial coding phases and their properties and dimensions. As recommended by Corbin and Strauss (1990), the first column includes the three main categories that were conceived during the open coding and the axial coding. The second column includes the properties of each category, and the third column includes the dimensions of each category.

Table 5.3: categories, properties and dimensions

Category/ subcategories	Properties	Dimensions description
Group interaction 	Initiation Discussion Asking questions Listening Responding to questions Argument Agreement /Disagreement Respect/ Disrespect Praising/ Rewarding Criticising Positive /Negative attitude Complaints Giving advice / Accepting advice Sympathising Rejecting / Accepting	Initiating conversation among the groups occurred frequently on different occasions for different purposes during the project. Initiating action also occurred in almost every class and was performed by different members in each group in order to finish the task on time. Discussion that involves asking questions, answering questions, listening and speaking happened on an everyday basis during the project. Arguments started among the participants occasionally for different reasons that involved disagreement and different opinions and sometimes led to disrespect among the members.

Category/ subcategories	Properties	Dimensions description
	<p>Freeloaders / Engagement monitoring</p> <p>Self-control</p> <p>Compromise</p> <p>Apology</p> <p>Trust</p> <p>Volunteering</p> <p>Relationship building</p> <p>Motivation</p> <p>Commitment</p> <p>Anxiety/ regarding deadline</p> <p>Leadership</p> <p>Negotiation</p> <p>persuasion and the ability to convince others</p>	<p>Agreement among participants was noticed on different occasions and repeated all through the project. This action generated respect among the members of the group, which is another behaviour that was frequently noticed among the group.</p> <p>Students showed constantly different forms of positive and negative attitudes during the project.</p> <p>Students praising and criticising each other occurred on different occasions.</p> <p>Students complaining about one another or to one another was a frequent behaviour that was repeated all through the project.</p> <p>Students gave and accepted advice on different occasions and for different reasons.</p> <p>Freeloaders were monitored for their task engagement all the time by the project manager.</p> <p>Students sympathised with each other on occasion.</p> <p>Self-control mechanisms were also noticed during this project and frequently occurred. Compromise was one of the forms of self-control that was noticed most of the time.</p> <p>Many members in this project volunteered to help speed up the translation process.</p> <p>Relationship building mechanisms were observed on different</p>

Category/ subcategories	Properties	Dimensions description
<p>Sub-category/ conflict</p> <p>group</p>	<p>Competition / Language competence issues</p> <p>Gender issues: male/female</p> <p>Language competence issues</p> <p>Cultural issues / male dominance</p> <p>Leader dominance</p> <p>Preferring to work alone</p> <p>Clash opinions</p> <p>Work performance expectations</p> <p>Positive feedback</p>	<p>occasions during this project in different forms.</p> <p>Commitment was noticed most of the time and demonstrated by different members in the group.</p> <p>Deadlines created a sense of anxiety among the participants, especially the project managers.</p> <p>Leadership qualities and behaviours were noticed among the project managers most of the time</p> <p>Students demonstrated different ways of convincing each other of their opinion.</p> <p>Conflict occurred on different occasions in this project and for different reasons and took different forms:</p> <p>Competition was a frequent form of conflict among group members and among the groups.</p> <p>The students' different levels of English created a point of conflict on several occasions.</p> <p>Gender issues arose among females and males for different reasons related sometimes to male dominance, which is a cultural issue. Leader dominance occurred on different occasions among project managers.</p> <p>A number of group members showed their desire to work alone for many reasons and this behaviour occurred occasionally.</p> <p>Clash of opinions occurred from time to time in this project.</p>

Category/ subcategories	Properties	Dimensions description
Sub- category group communication	<p>Verbal communication</p> <p>Discussion</p> <p>Conversation</p> <p>Argument</p> <p>Using L1</p> <p>Using L2</p> <p>Asking and responding to questions</p> <p>Non-verbal communication</p> <p>Raising eyebrows</p> <p>Smiling / laughing</p> <p>Silence</p> <p>Raising voice</p> <p>Body language</p>	<p>Work performance expectations occurred all the time.</p> <p>The groups show different forms of communication all the time all through the project.</p> <p>Verbal communication was noticed all the time through discussion, asking and responding, and argument.</p> <p>The members of the groups used L1 all the time. The use of L2 was limited compared to L1.</p> <p>Non-verbal communication occurred occasionally in order to express different ideas, such as satisfaction or dissatisfaction.</p>
Group translation	<p>Text comprehension</p> <p>Analysing / context / meaning</p> <p>Decoding</p> <p>Reading / text comprehension</p> <p>Reading / text analysis</p> <p>Reading / searching for meaning</p> <p>Reading / to spot mistakes</p> <p>‘Transfer’/ convey L1 meanings in L2</p>	<p>Different behaviours and actions related to group translation were noticed all the time.</p> <p>The groups demonstrated these behaviours and actions during the different phases of the translation process until submitting the task each week.</p> <p>Reading as an action was repeated all through the project and performed by different members of the group for different purposes.</p>

Category/ subcategories	Properties	Dimensions description
	<p>Translation Problems</p> <p>Source sentence structure and word order</p> <p>Target sentence structure and word order</p> <p>Grammar</p> <p>Meaning/searching for meaning</p> <p>Connotative/ denotative meaning</p> <p>Translating cultural references</p> <p>Suggesting solutions</p> <p>Suggesting alternatives</p> <p>Using literal translation, transliteration, free translation, formal equivalence, functional equivalence, text-oriented translation.</p> <p>Text-oriented to author-oriented and audience-oriented translation</p> <p>Exploring other translation strategies to solve problems</p> <p>Using translation studies jargon</p> <ul style="list-style-type: none"> • Natural • Accurate • Adequacy • Translation mistake <p>Coordination</p> <p>Management</p> <p>Group management</p>	<p>Text-oriented translation was noticed all the time during this project then gradually students started to depart from this type of translation to more of an author-oriented and audience-oriented translation.</p> <p>The use of literal translation was recorded most of the time in the first phase of the project.</p> <p>The other translation strategies were used occasionally.</p> <p>The use of translation studies jargon was noticed most of the time.</p> <p>Suggesting solutions and alternatives for many translation problems were noticed most of the time.</p> <p>Coordination among the group members was noticed in two translation groups in particular (groups A and C) it occurred most of the time.</p> <p>Lack of coordination was noticed occasionally among members of group C in particular.</p> <p>Coordination among the reviewing group and quality control group was noticeable.</p> <p>Effective group management, time management, prioritising was performed by the group managers all the time during the project, but it was more noticeable in two</p>

Category/ subcategories	Properties	Dimensions description
	<p>Time management / prioritising</p> <p>Terminology management</p> <p>Using online resources</p> <p>Using dictionaries/ hard copy and online</p> <p>Using Microsoft Word</p> <p>Time / deadline</p> <p>Revision</p> <p>Proofreading</p> <p>Reviewing</p> <p>Spotting mistakes</p> <p>Correcting mistakes</p> <p>Suggesting alternatives</p> <p>Comparing source text and target text</p> <p>Work division</p> <p>Establishing roles</p> <p>Assigning duties</p> <p>Negotiating / persuasion</p> <p>Feeling of accomplishment and achievement</p> <p>Penalty for being late through translating two tasks at the same time.</p>	<p>translation groups in particular (A and C)</p> <p>Lack of management was noticed in group B and led to delays in submitting the tasks on two occasions.</p> <p>Terminology management was noticed during the first week of the project when the students created a glossary list. Then the students decided to update the glossary list every week with new terms and words. This process lasted until the end of the project.</p> <p>The groups were aware of the concepts of time and deadlines throughout the project: from day one until the submission day.</p> <p>The translation groups and the revision and quality control groups performed many revisions, reviewing, proofreading exercises all the time during the project.</p> <p>Mostly the project managers assigned duties and roles during the project and it occurred almost every day.</p> <p>The groups negotiated on different occasions.</p>

Category/ subcategories	Properties	Dimensions description
Group learning	Paying attention Following instructions Autonomy / dependency Taking responsibility Peer teaching engagement Using L1 /Using L2 / bilingual ability Critical thinking Problem solving Cooperation Teamworking Feeling of accomplishment and achievement Feeling of disappointment Exchange of ideas/knowledge and experiences Being methodical / using dictionaries, Microsoft Word and sending emails	<p>Paying attention occurred most of the time. Students were engaged in the learning process almost all the time during the project.</p> <p>Following instructions has been noticed all through the project.</p> <p>The use of L1 dominated over the use of L2</p> <p>Student autonomy and their ability to work independently was noticed all through the project. On certain occasions, a number of students showed signs of reliance on the project managers. This was especially the case with group C.</p> <p>Peer teaching was noticed frequently among members of the group.</p> <p>Teamworking occurred all the time</p> <p>A feeling of accomplishment was expressed at the end of each week when the groups managed to submit a translation task. Also at the end of the project, students felt relieved and happy that they had managed to submit their translation on time. This feeling was also accompanied by a feeling of disappointment when one group failed to submit the task on time on two different occasions during the project.</p> <p>Exchange of ideas and knowledge occurred most of the time</p> <p>The use of the different forms of dictionaries was noticed all the time during the course of this project.</p>

Category/ subcategories	Properties	Dimensions description
		Students sent and received emails on different occasions during this project. In addition, students taught each other how to send emails and respond to emails.

5.2.3 Group interaction

As already indicated, group interaction is one of the three main categories that was conceived during the open coding and axial coding. This category encapsulates all the social behaviours and actions that the five groups demonstrated during the project. The fact that the participants were divided into groups led the group members to interact with one another on a daily basis. This grouping represents the conditions that facilitated the emergence of this category.

However, interaction came in different forms and patterns. The first form of group interaction recorded was ‘initiating conversation’ among the group members. In the first week of the project and on the first day, participants met and joined their groups for the first time. The groups started to work together to create a glossary. They first greeted each other and introduced themselves to each other. The act of greeting among the group members was repeated all through the project, which can be considered as an act of initiating communication, relationship building, and participants making their presence known to each other. Male participants in particular shook hands every time they met one another during the project. Female students said hello or "Salam Aleekum", the commonly used greeting in Jordan, addressing all members of the groups almost every

day. Group A's (translation group) project manager initiated conversation by talking to all the groups about how to create a glossary on the first day of the project. He provided suggestions, and when other members asked him questions, he answered them politely, and raised his voice to allow every participant in the groups to hear him well. As a result, his behaviour encouraged other participants to ask questions and start to provide suggestions. His initiative encouraged and motivated other members in the groups to think of different ways of creating a glossary.

Another project manager, this time in group C, for example, started conversation among her group members by telling jokes and complaining about the hot weather in Jordan almost every day during the project. She started the conversation by saying "It is very hot today! Don't you think so?" "You know I forgot to bring my books and instead I brought my sister's books by mistake!" This act made the group members feel relaxed enough to suggest and share ideas among the members. The welcoming atmosphere in this group encouraged students to initiate conversation. It was obvious that the members in this group did not suffer from lack of communication or poor relationships. They were complimented many times for the good translations they prepared by the members of the wider class.

Group B's project manager was not the only one in the group who initiated conversation. He allowed other members in the group to start a conversation. B4, in particular, asked other members questions, suggested different ways of translating, and talked to other members in the group about different issues. She was the first one in the group to volunteer during the project to read and translate parts of the text. Both of her behaviours encouraged other members of the group to discuss issues related to the project freely and to give their opinions over the course of the project.

The groups' members raised points for discussion that grabbed all the participants' attention almost every day during the project. Such questions included: "what is the main aim of this paragraph?", "what is the meaning of the word "genera"?" and "can you explain the notion of functional equivalence?" The fact that students started to provide suggestions and answers is evidence of students' engagement and interest. They seldom showed signs of distraction in the first five weeks of the project. Listening is other evidence for engagement. Listening to other people talking could be a sign that a person is gathering his or her thoughts in order to answer a question or suggest a solution. Almost every participant during the project was either talking and addressing other participants or listening carefully with interest to the speaker. Listening also is a sign of students' respect for one another. However, a small number of the participants, namely students B5, C2, and A5, were more silent than the other members. They listened more to the conversations or arguments that took place at different times during the project, but they did not get involved in these conversations and arguments. The project managers tried to engage them by asking them to read a text or answer a question, but they did not spontaneously participate. The researcher noticed that these participants were sometimes shy about participating since the groups had more academically advanced students than the above-mentioned participants.

Argument among the group members was repeatedly recorded during the project for different reasons. Argument in this project was a result of conflict of opinions among the same group members, which did not allow the group to reach their common goal, namely completing the task on time, or ensure the quality of the translation on certain occasions. The fact that every group except group C had female and male participants, and the fact that the participants came from different academic levels, created an excellent environment for argument and disagreement. The repeated pattern of argument was that

one group member would argue with the project manager and the rest of the group members would listen to their argument and then support either the project manager or the other member who was involved in the argument, or they kept silent.

Group A is a good example; the project manager and A3 were arguing all the time. A3 was a female in her fourth year and the project manager was a male also in his fourth year. The group manager and A3 argued about the best way to translate part of the text, the best translation strategy or the most appropriate meaning for the context. A3 disagreed with the project manager several times. The project manager constantly tried to provide lengthy and convincing clarifications in order to convince A3 and the rest of the group of his point. He failed on several occasions to convince A3, but he managed to win the agreement of the rest of the members. This pattern of argument was repeated many times during the project among these group members. The fact that the project manager was known to the other group members as an excellent student, gained him power over A3. They trusted his opinions and judgments in several instances. He also managed to involve them in his decisions on different occasions, which gained him respect as well.

The pattern of argument in group B was different and more intense. The project manager showed signs of poor management in this group, which created a good environment for argument that ended up with a fight on several occasions. The project manager in this group was a third-year student. The rest of the group were female students. He tried on several occasions to explain his points to the rest of the group, but he failed to convince them. He frequently argued with B4 who tried hard to convince the rest of the members of her point and she repeatedly succeeded because the group members considered her opinion correct, again due to her excellent academic record. The members of this group supported B4 on different occasions and valued her opinions.

Arguments among group A and group B members were recorded constantly during the first weeks of the project, but this behaviour changed slightly in the following weeks, especially in group B. Group B's arguments ended up in fights among the members and as a result they were late submitting the task at the end of the week. This behaviour changed gradually into more peaceful behaviour involving the act of negotiation. They recognised that argument had made them disrespect each other, that they had been late in submitting the task, and that the other groups had started to criticise them for their poor performance and blamed them for being late with task submission. The project manager started a new action which was based on the art of negotiation and compromise at a certain point in order to achieve the group's common goal. A short exchange between B4 and the project manager shows the gradual change in the project manager's and B4's behaviour.

Project manager (to B4): "I think we have to make a deal, we need to focus on the translation and not to argue, we are wasting our time, the other groups are blaming us for the delay and we have to do two tasks at the same time this week."

B4: "It is not our fault you know; we are following your instructions, the other groups have excellent project managers that respect their members' opinions, you should copy them."

Project manager (smiling): "okay! If you think it was my fault that we were late, please accept my apology but you have to follow my instructions from now on and not to interrupt me, if you think that I am making mistakes, please tell me politely... the most important thing here is to finish the task on time and to ensure the quality of the translation."

B4: "okay! I understand but I hope you respect our suggestions and opinions"

Project manager: "I think you know that I value your opinion especially you B4, but we have to discuss all the options that you suggest and chose the best one, your opinion is not always correct."

B4: “okay! Fair enough! Your opinion is not always correct either, but I agree we have to work together to solve this problem.”

The other members of this group were listening to this conversation and both B3 and B2 supported B4 by nodding their heads when she was talking as a sign of agreement. At the end, the group agreed that it is time for them to work together in order to finish this week’s task and the previous task. They followed the project manager’s instructions and succeeded in submitting both tasks on time.

After this conversation, the project manager started to improve his management skills by copying the other more successful project managers in the other groups. He also started to remind the rest of the group members of the main goal of the group which was finishing the task on time and ensuring the quality of the translation. He suggested in week four that B4 and the rest of the group members put all their differences aside and concentrate on the goal of the project. The group members accepted this suggestion and started to follow his instructions.

The act of compromise was repeatedly noticed during this project among group A and B members in particular. In order to finish the task on time and to receive the certificate at the end of the project, the members of the two groups started to appreciate each other’s opinions even when they were totally different from their own. They came to the conclusion that they needed to reach a decision in order to finish the task successfully. This idea made them listen actively to each other’s ideas, information and opinions with interest.

Students showed signs of respect to one another on different occasions during the project. Listening to each other carefully is the first sign of respect. Group C’s project manager was very supportive. She gave advice and tips to different members in her group in order

to overcome problems when they were translating the text. She provided her group members with positive feedback during the project, which gained her respect. The members also trusted her judgment during the project. She also praised the members of the groups when they finished a task and that made them respect her more. This act also motivated the rest of the group members to work harder and to be more committed to the task.

Freeloaders in this project were monitored for their engagement and participation by the project manager all the time in order to reduce the problem in this project. A number of group members in the five groups tried to rely on the other members to do their task for them. The duty of each group's project manager was to monitor these members on a daily basis and to distribute the tasks among the groups equally and involve all the members in the group in the conversations and discussions by asking them their opinions. The freeloaders in these groups were aware of the consequences of relying on others and not finishing the tasks assigned to them. The project managers constantly reminded the members of the groups of the importance of the certificate of accomplishment that the members would receive at the end of the project. This limited the number of freeloaders all through the project.

Conflicts occurred numerous times among the group members for different reasons. The most noticeable conflict involved competition. Intra-group competition, or competition within a group, was repeatedly recorded during the project. Competition among the male and female members was also noticed, as was inter-group competition, or competition between the different groups. Within groups, members often tried to prove that they knew more than the other members. The project manager in group A, in particular, tried several times to display his leadership skills and knowledge. The fact that he was a fourth-year student with an excellent academic record made him feel superior. This fact also made

the other members of the group, especially female students, want to compete with him. Again, A3 tried many times to show that she was as knowledgeable as he was. She tried to interrupt him many times. She started to market her skills among the group members, by telling the other members stories about her past translation experience and how she succeeded in overcoming many translation problems. The project manager in this group did likewise by telling stories to the rest of the group members about how he had finished a long translation task in just few hours. This act demonstrates intra-group competition especially between female and male students. This kind of competition created tension among the members of group A, but because the rest of the group members trusted the project manager and his knowledge, competition did not have a huge influence on the performance of group A in general. On the contrary, competition in this group motivated less skilful students to participate and try to compete with the project manager and A3.

Competition took a different form in group B in particular, where female students competed against the male student. B4 marketed her skills all through the project. She was a fourth-year student and the project manager was a third-year student. She felt superior because of her advanced academic level. Although the project manager was a third-year student, his English language skills were more advanced than B4's which enabled him to understand the source text better. B4's Arabic language skills were more advanced than the project manager's so her understanding of the conventions of the target text was better. This fact made the two students in this group argue all the time and compete with one another to prove to the other members of the group which one of them was better. This type of competition created tension among the group members, but it also created disruption to the translation process and the submission of the product. The delay in submitting the task, which took place in week four, and again in week seven, was as result of the argument between those two members in particular. The argument

was a demonstration of the project manager's and B4's skills and knowledge. The competition was to win the approval and support of the other members in the group.

The five groups' members communicated with one another on a daily basis. They talked to each other, they discussed different issues, they argued, they asked questions and responded to questions. These actions demonstrated the verbal communication actions that the groups were engaged in during the project. It was also noted that they tended to communicate more often in Arabic and their communication in English was limited to saying a few words and reading the translation.

The other form of communication they were engaged in during this project was nonverbal communication, which involved raising voices, raising eyebrows, silence, eye contact, smiles and different facial expressions and many other non-verbal signals that represented, for example, satisfaction or dissatisfaction, anger, persistence, and over-confidence. For example, in group B, the rest of the group demonstrated many verbal and non-verbal communication actions when the two above-mentioned members (project manager and B4) were arguing. Many of them tried to intervene and to calm down both the project manager and B4 by reminding them of the goal of the project and the deadline. When B4 and the project manager argued again on different occasions, the members pulled angry faces, and raised their eyebrows, which means that they rejected their behaviour. Their facial expressions sent the message to the project manager and B4 that they had to stop arguing and to start thinking about the aim of the project.

5.2.4 Group translation

Students in this course are not used to translating a text with the help of others. They usually translate texts individually. Therefore, observing the translation groups while translating a text collaboratively produced many concepts and then categories that are related to group translation.

The researcher provided the translation groups with a list of questions to help them understand the intertextual and extratextual features of the text. The translation brief introduced to the groups at the beginning of the project also helped them to understand the aim of the project and the intended audience. These factors helped the groups to organise the translation process.

Group translation as a category included different concepts such as analysing the text, translating the text, reviewing the text, revising the text, producing a translation. Each concept has different properties. The analysing concept, for example, included the following properties: reading comprehension, understanding the author's intentions, ideas and style, comparing the L1 and L2 language systems, understanding the source text's syntactic structure, understanding the target text's syntactic structure, searching for the correct meanings suitable for the text context.

In the first weeks of the project, the group members started the translation process by analysing the text in order to understand the text fully. Group A's project manager, for example, asked the group to read the questions listed in the guidelines in the first week. After reading the questions, the members started to ask questions, addressing these questions to the project manager. The questions discussed the benefits of knowing when the text was first published, who the intended audience was or who the text's author was? The project manager at this point started to explain to the rest of the members. He provided lengthy and clear explanations from his own experience as a fourth-year student. He explained that it is important to know the intentions of the author when he wrote the text in the first place in order to further understand the text and the message of the text. His opinion was rejected by another member in the group, namely A3, when she insisted that she respects his opinion, but she is a strong advocate of a text-oriented type of translation that requires a thorough understanding of the text. She explained that she only

concentrates on the text and ignores other factors such as the intentions of the author or even the audience's expectations. She claimed that she always produces a good translation this way. The project manager tried again to explain the benefits of understanding the extratextual and intertextual features of the text prior to translation. The other group members listened carefully to the conversation; some of them supported A3 and the rest were not sure, because this course was their first translation course. The argument in this group took the form of a debate between an advocate of text-oriented translation and an advocate of a more audience-and author-oriented translation. The argument about which type of translation is the best was repeated all through project.

Group B's first discussion was regarding the concept of text genre. Each member in the group including the project manager tried to provide a definition of this concept, but B4 interrupted the project manager while he was giving his definition. She provided a lengthy definition and supported her opinion with examples from an online dictionary in order to convince the group members of her point. After listening to the different definitions to this concept, the group then managed, after a long discussion, to identify the genre that the text in question belongs to. They all agreed that it belonged to a non-fiction genre because it was not a literary text and it was an informative text. This is the only conversation that occurred during the first phase of the project regarding the text genre, but it was repeated in the other groups in the same week.

Reading the text multiple times was an action performed by the groups constantly during this project. The members of the group first read the text when they started the text analysis phase in order to process the different ideas that occurred in the text and to understand the message of the text. The translation groups first started reading the text for this purpose in the first weeks and repeated this in the following weeks when they started a new task. The project managers in each group were always the ones who asked

one of the members to read the text aloud. They first employed reading skills in this phase in order to understand the text, to connect the text ideas together, and to understand the context. Group A's project manager in particular constantly asked one member to read the text aloud prior to the text analysis phase. The group members listened carefully to the reader and tried while she was reading to understand and process the ideas. When the reader finished the reading process, they started to ask questions about words with which they were not familiar, or when they did not understand certain ideas that occurred in the text. Then they discussed these issues with each other and shared their opinions regarding the main aim of the text. Reading for the group members in this phase served as the first step to understand the text and to generate discussion among the group members. It also helped them to spot many translation problems before starting the translation process.

The translation phase generated many concepts that were grouped into categories later on. Such concepts include: decoding the source text; conveying the source text message in the target text message; creating a well-structured sentence in Arabic that carries the same message and meaning as the source text sentence; creating coherence among the sentences; trying to meet the expectations of the audience; understanding the author's writing style, word choices, ideas and tone; replicating these ideas in the target language; understanding the relationships between the words, sentences and paragraphs in the source text; and creating a similar relationship among the words, sentences and paragraphs in the target text; spotting translation problems and employing the best strategies to solve these problems; departing from literal translation and exploring other types of translation; searching for the best meaning; reaching a decision among the group members; and finally producing a translation by the group.

The participants during the translation process asked each other many questions in order to understand the translation process. In week one group A were analysing the text. A3

asked the project manager “Why do we have to identify the target text audience? I do not think this piece of information will change the way I translate a text?” the project manager tried to convince A3 of the importance of identifying the target text audience prior to translation in order to produce a translation that meets the target audience’s expectations. She insisted that she was not going to change her translation method, but she would follow the group’s way of translating in this project.

Another discussion occurred during the translation process when students explained their preferred way of translating a text. They shared their previous translation experience with rest of the group. In Group C in week 1, C4 said, “I usually read the text sentence by sentence in order to understand the message of the source text first then I translate the text sentence by sentence after that I connect these sentences with each other with the appropriate conjunctions in order to create a paragraph”. The group liked the idea and adopted this way of translating, indicating that they believed that this method made the translation process easy.

The project manager in group C asked the group very interesting questions during the translation process. She asked them in week 1, after the group had read the text in order to understand the message of the source text, “What is the main idea of the first paragraph?” She was trying to encourage the participants to understand the message in order to create the same message in the target text. C2 answered “the paragraph is about identifying the function of groups”. She added, “The paragraph is divided into points that explain the different functions of groups”. This conversation shows that the participants were able to extract the message of the text without the help of the project manager or the teacher.

In Group B during the second week, the project manager started a discussion regarding sentence-by-sentence translation. B4 tried to show the group how to translate the text sentence by sentence. They were not happy with the way they translated the text in the previous week during which they translated the text paragraph by paragraph. She said, “This time we are going to break each paragraph into smaller units in order to understand the meaning”. The project manager did not understand what B4 meant by “smaller units” and he asked her to explain her point to the rest of the members. She read the first sentence in the source text, which is “Once you have been asked to facilitate a group, you will need to set up a contract, either written or verbal, specifying all the main details of the arrangement.” Then she started to explain the meaning embedded in the sentence. She said, “The author here is trying to make the work of the facilitator more organised by setting up a contract in order for the group members to understand their roles, their responsibilities and the group’s goals and to be committed to the group’s laws”. She then said “The Arabic sentence should reflect the exact same meaning as the original”. This lengthy explanation of the original sentence helped the group to give an acceptable translation for this sentence.

After the groups finished the text analysis phase, they started the translation process. Each group adopted different ways of translating the text. Group A translated the text paragraph by paragraph. They explained that this way of translation is faster and created more coherent paragraphs. Group B and C adopted sentence-by-sentence translation. Both groups claimed that this way of translating created an accurate translation.

The groups faced many translation problems while completing the tasks each week. The difference between the English language and Arabic language systems is one of these problems. Arabic word order is different from English word order. The translation groups discussed these differences among themselves several times and they recreated the Arabic

sentences according to its grammatical rules. They also noted that most of the Arabic sentences were verbal sentences (following verb-subject-object word order) and most of the English sentences were nominal (following subject-verb-object word order). The groups also discussed the idea of gender distinction in the Arabic language; noun and adjective agreement in Arabic; Arabic verbs tenses; the different forms of the nominal sentence in Arabic; the different forms of the verbal sentence in Arabic; the difference between Arabic language and English language prepositions and their functions, meanings and position in the sentence; the difference between Arabic adverbs and English adverbs; the difference between Arabic pronouns and English pronouns; and the difference between the punctuation systems in the two languages.

The second problem they faced was choosing the appropriate meaning for the context. They had several lengthy discussions and arguments regarding their choices. They struggled sometimes to find the correct meaning for certain English words, expressions, collocations and idioms. Given that the text was in American English, it was full of expressions that the participants were not familiar with. This made them argue and try to convince each other of their choices. They used different resources in order to make sure that the meaning they suggested was the correct one, such as print dictionaries and online dictionaries, and they consulted books in the target language that talk about the same topic. They managed to understand the difference between the connotative and denotative meaning of certain words. The three translation groups discussed many issues regarding the translations of certain collocations and expressions from English into Arabic.

They were always worried about deadlines. Group B in particular failed on two occasions to submit the task on time. In order to overcome this problem, they managed through negotiation and compromise to find a solution. This happened in week four when they found that they had been penalised by the other groups for their delay, through having to

do two translation tasks at the same time. In order to complete the two tasks on time, the project manager suggested that two members of the group work together to finish the previous task and that the rest of the group translate the new task. At the end, they revised and reviewed both tasks together as a team. They cooperated and joined forces in order to solve this problem.

Cooperation was obvious between the three translation groups when they joined forces in the supergroup after each group had finished its own translation. The three translations were put together and the whole class went through the translations one by one and corrected them and suggested different translations when needed.

Most of the time, the project managers were the ones responsible for initiating action and assigning duties. Group A is a good example; the project manager was the one who asked a member of the group to do a task. For example, to read the text or look up a word from the dictionary. He assigned different duties to different members in the group. He was constantly worried about time and meeting deadlines. This fact made him feel responsible for initiating actions and not waiting for the other members to volunteer to start this action and this granted him power over the rest of the group members. He showed commitment to his work through coming early and he was absent only one time during the project.

Decision-making is an important element in the translation process. The participants in this project showed different behaviours and actions regarding decision-making. In group A, for example, during the second week of the project, the project manager argued with the group members regarding the translation of a word. He suggested a translation and one member of the group suggested a different translation. Two members of the group supported the project manager's opinion and explained that his translation was correct because his translation was used frequently by Arabic speakers and they mentioned the

name of an Arabic-speaking author who talked about the same topic and used the same translation in his book. In order to finish the argument, the project manager suggested that the group members should vote for the correct translation. The majority of the group members were happy about this decision and they voted in the project manager's favour. This is one example in which the groups invented new ways of stopping the argument and trying to reach an agreement.

The revision and quality groups were responsible for revising and reviewing the translation. They also helped the translation groups with their tasks. They volunteered many times during the project, when the other groups were busy translating the text, to help in typing the translation and sending and receiving emails. They also volunteered to stay after the class time was over to finish their tasks sacrificing their break time. They worked in groups and revised and reviewed the texts together in a systematic way, and they hardly ever argued. They discussed in a professional way issues related to translation mistakes and they criticised group B for their poor performance and their translation. They systematically handed over the translation after the revision to the quality group and the quality control member performance was similar to that of the revision group. They did a quick check of the texts to ensure that each paragraph was translated, and the layout of the text was according to the client's requirements. Both groups demonstrated behaviours that include commitment to the task, helping other groups to finish their tasks and volunteering to do different tasks. Their hard work helped on several occasions to speed up the translation process.

On different occasions the reviewer group complained about group B's poor translation and subsequently they had to make hard decisions in order to solve this problem. They decided to correct as many mistakes as they could in order to save time instead of bringing the translation back to group B to correct their own mistakes and sometimes, they had to

retranslate a whole page. The following excerpt contains a short conversation about such an instance that occurred in the first week of the project. The full conversation can be seen in the Observation Checklist in Appendix A.

Meanwhile R1 was comparing the next three pages with the original text while he was doing that, he corrected many mistakes. When he finished, he said “this translation is full of mistakes, we almost retranslated half of page one. Group B translation is very bad”. “I think we need more time here to review group B’s translation, R4 and R3 we need your help, please join us” R4 said “I think the best way and in order to save time we have to retranslate these pages” R1 said “no this will take more time, just let us correct as many mistakes as we can”.

5.2.5 Group learning

When dividing students into groups in a collaborative learning class usually the main aim was to let students to learn from each other and to allow them take responsibility for the learning process. The participants did indeed appear to learn many important skills from each other in just a short time. During the ten weeks of the project, they managed to learn from each other how to listen actively to each other and to pay attention to what the speaker was trying to say. It was very important that the members of the group listen to each other and be engaged in the learning process. In Group C, for example, members cooperated with the project manager on different occasions and listened carefully when she explained something. They gave her enough time to explain her thoughts and enough time to convince them of the merit of her ideas. They also listened carefully to the other group members when they tried to express an opinion. The members of this group all remained focused all the time trying to process the ideas they were listening to with interest. This shows that they wanted to learn and improve their skills. The group members were good at following instructions; they listened carefully to these instructions all the time. The members in this group also shared their knowledge and past experiences with each other in order to learn from their mistakes and their successful stories. Group C was the ideal group in this project. The group respected the project manager and

considered her the leader of the group. They also respected each other. There were no arguments or overly long discussions in this group. The less skilful students learned a lot from the more skilful students, and again the welcoming atmosphere in this group made them learn from each other and they did not feel embarrassed to ask for help from their peers when they were in need. The group in general showed signs of autonomy most of the time. However, sometimes some of the members showed signs of dependency towards the project manager. They felt that she was the one who could help them all the time when they were stuck, and they did not put in more effort in order to solve their translation problems. The project manager solved this problem by dividing the tasks equally among the members. In addition, she encouraged them to search for the meaning they asked her about and not to rely on her all the time or to ask each other in order to find the correct meaning.

The five groups spoke Arabic almost all the time during the project. The use of English was limited to reading the source language and trying to find meanings of English words. Group argument, discussion and conversation were all in Arabic. Participants did not employ their second language skills in this project. This project and the idea of collaboration was a good opportunity for them to learn new skills and to improve their foreign language skills, but they did not take advantage of this opportunity.

Critical thinking is another important learning element in the groups. The groups demonstrated different critical thinking skills. Asking questions prompted students to think critically and to employ reasoning skills. Such questions involved solving translation problems. When the project manager in group B asked the members of the group “How can we translate this title ‘demystifying the facilitator’ into Arabic?” the word ‘demystifying’ created a discussion among the group. They found two meanings for this word, using the Collins Online Dictionary: to remove a mystery, and to make

something clear. B4 said “I think we have to read the next paragraph that explains what the word ‘demystifying’ means according to the context.” The group read the paragraph that talks about ‘demystifying the facilitator’, then they tested both meanings by translating the title by using the first meaning and then by using the second meaning. The group then concluded that the second meaning makes more sense in Arabic and it is more suitable for the context.

They asked each other very important questions and they provided each other with very important answers. This encouraged each member to participate in the discussion or listen carefully to the answers that the other members provided. This prompted the exchange of ideas and experiences among group members and created an effective communicative environment. The practice they gained at thinking clearly and effectively to solve individual groups’ social problems and to solve most of the translation problems enabled participants to improve their skills. In addition, their ability to decide which step was most important during the translation phase demonstrates their ability to prioritise.

A feeling of accomplishment and achievement was clear at the end of each week when groups managed to submit their translation successfully. Wankel and Blessinger (2010) operationalise a sense of accomplishment as occurring when “a personal value resulted in a feeling of achievement upon attainment of rewards or ability to successfully complete a task” (p.59). They argue that learners’ sense of accomplishment in an e-learning environment, for example, is fulfilled when they are actively interacting and cooperating with others in order to complete a task and to achieve their desired goals. They add that regular recognition is important to retain momentum of effort of learners in an activity (p.60). One group in particular, group B, felt disappointed because they did not manage to submit their translation tasks on time on two different occasions. However, they managed to overcome this problem later on during the project. The feeling of

accomplishment at the end of the project was accompanied by a feeling of relief as the groups completed their translation and submitted the Arabic text to the end client and received their certificate of achievement. (The letter of appreciation and certificate of achievement can be seen in Appendix H.)

5.2.6 Selective coding

The last phase of the data analysis was the selective coding. Corbin and Strauss (1990, p.14) define this phase as “the process by which all categories are unified around a “core” category, and categories that need further explication are filled-in with descriptive details”. They also explain that in order to identify the core category, the researcher needs to ask questions such as: what is the main analytical idea represented in this research? What do all the actions/interactions seem to be about? How can the researcher explain the variation that he/she sees between the categories? (ibid.).

Each group created a small community in which many social actions and interactions occurred on a daily basis. The different patterns of the social behaviours and actions demonstrated by the participants were the most important aspect of this project. The researcher noticed that before the participants started working together, they first defined the goal and purpose of this collaboration. They asked the researcher in their first meeting many questions about the main objectives of this project. Such questions involved asking what would they learn from this project and why they should work with others in order to produce a translation? The groups’ ultimate goal was the certificate of achievement at the end of the project. This goal worked as an incentive to all the participants, which helped them solve their social problems and conflicts.

Moreover, the participants recognised many advantages of working together that help them improve their translation skills. The project enabled them to understand the different phases of the translation process and the importance of each phase. They understood the

roles of each member in the group. They took advantage of this opportunity to improve their translation skills and to learn new skills from each other. Working with an authentic text with a real client with a reward made them take responsibility for their work. The reward at the end of the project prompted them to work hard to achieve their goal.

The groups learned new skills. They worked without the help of the teacher. They were responsible for their learning process. They learned from each other and accepted each other's opinion.

It is thus argued here that the core category around which the three categories revolve can be identified as 'goal-directed collaboration'. Social interaction and collaboration are not always guaranteed when you divide people into groups. Pang et al. (2017) explain that social interaction in a collaborative learning classroom is not guaranteed and does not always automatically occur (p.10). In order to encourage students to collaborate and interact a defined goal and an incentive that encourage these groups to work hard and to solve their problems are sometimes required. Through the course of this project, the researcher noticed how the participants managed on several occasions to solve their social problems and managed to solve many translation problems together in order to achieve the group goal.

Goal-directed collaboration here as a core category means that when students are encouraged to work within teams in a translation classroom, this generates new patterns of social behaviours and actions, and new patterns of group translation and group learning. However, in this study, these patterns were always linked with a specific goal and an incentive. For this reason, the participants in this project worked very hard to reach this goal to win the reward.

5.3 Quantitative data analysis

As outlined in Chapters Three and Four, the supplemental method used in the current research involved the use of a questionnaire that was administered at the end of the collaborative translation project. The analysis started with a manual check of the validity of the questionnaires for statistical analysis purposes, which involved looking for inconsistency or consistency across all responses in terms of either extremely weak agreement or extremely strong agreement on the Likert scale. No major patterns were identified through this process; therefore, no exclusion among responses was seen to be necessary. Other statistical tests were conducted to ensure that assumptions made about the data and the reliability of the questionnaire were well founded, as indicated in section 4.7.2 above. The results of these tests are contained in Appendix I.

In the rest of this section, the results of the quantitative analysis of the questionnaire data are presented. The respondents' profiles are outlined in section 5.3.1 before other results are presented, interpreted and discussed in section 5.3.2.

5.3.1 Respondents' profiles

All 22 participants enrolled in TRA 230 in the academic year 2017/18, and who took part in the collaborative translation project outlined in this thesis, were surveyed using a questionnaire at the end of the project. The response rate for the questionnaire was 100%, and there were no missing data in the filled-in questionnaires. Table 5.4 shows summary data on respondents' profiles:

Table 5.4: Respondents' Profiles

Variable	Category	Frequency	Percent
Gender	Male	4	18.2%
	Female	18	81.8%
	Total	22	100%
Collaborative class	Yes	14	63.6%
	No	8	36.4%
	Total	22	100%
English level	Intermediate	2	9.1%
	Upper	16	72.7%
	Advances	4	18.2%
	Total	22	100%
Academic years	1st years	--	--
	2nd years	8	36.4%
	3rd years	6	27.3%
	4th year	8	36.4%
	Total	22	100%

As Table 5.4 shows, four (18.2%) of the participants were males and eighteen (81.8%) were females. The lack of gender balance in the sample reflects the lack of gender balance among students on TRA 230. Despite the small number of males in the class, we will use gender as an independent variable in this study but treat the results with caution.

The majority of the participants reported that they had participated in a collaborative class before participating in this project (14, 63.6%); whereas the rest of the participants (8, 36.4%) reported that they had not engaged in a collaborative class before. These two results are very important for the current study as they allow the researcher to examine whether prior experience in a collaborative class had a significant impact on the development of teamworking skills among the participants during the project.

The third variable indicated in Table 5.4 is the participants' English level. Most of the sample (16, 72.7%) reported that their English level was within the upper-intermediate range. Four students (18.2%) reported that they were at the advanced level, and two (9.1%) reported that they were at intermediate level. The last variable is the academic year: eight participants (36.4%) were in 2nd year, eight (36.4%) were in 4th year and six (27.3%) were in 3rd year. There were no participants from 1st year. It can be noticed that for both variables, English level and academic year, there is diversity among the participants. This fact is also important and significant to the current study, as it allows the researcher to investigate the relationship between these two variables and the development of teamwork skills.

5.3.2 Analysis

The questionnaire used in this research is designed to elicit students' opinions of collaborative translation and their perception of its influence on (1) the development of translation skills, (2) the translation process, (3) translation quality and (4) the development of interpersonal skills. These notions were examined through four dimensions, namely: Teamwork and translation skills, Teamwork and translation process, Teamwork and translation quality, and Teamwork and interpersonal skills. Each dimension is based on the grouping of a number (ranging from ten to 21) of questionnaire items . To determine the level of participant agreement with the statements relevant to each of these dimensions and their items, mean values and standard deviation were calculated using SPSS v.25. Moreover, to determine the agreement level for mean values the scale in Table 5.5, from Sekaran and Bougie (2016), was used:

Table 5.5: Mean, Std. values Scale

Mean	Std.
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Range	Agreement level	Range	Data
1 – 2.33	<i>Low</i>	Less than 1	Close to the Mean
2.34 – 3.67	<i>Moderate</i>	More than 1	Spread from the Mean
3.68 - 5	<i>High</i>		

5.3.2.1 Teamwork and translation skills

The first dimension collected participants' attitudes towards the influence of teamwork on the development of translation skills. This dimension included 15 items. Descriptive statistics for this dimension and its items were provided through mean and standard deviation (Std.) values. Table 5.6 shows the mean and standard deviation values for teamwork and translation skills:

Table 5.6: Mean and Standard Deviation Values for Teamwork and Translation Skills Items (N=22)

Rank	#	Item	Mean	Std.	Level of agreement
4	1	Teamwork helps you enrich your vocabulary	4.27	.82	High
10	2	Team members help you choose the appropriate translation strategy	4.00	1.06	High
7	3	Team members help you understand the source text.	4.09	.68	High
13	4	Teamwork helps you to understand the different translation strategies	3.86	.71	High
9	5	Teamwork helps you in building correct and grammatical sentences in the target text	4.00	.81	High
5	6	Teamwork helps you in choosing the correct meaning for idioms, expressions -and cultural-bond expressions which appear in the source text.	4.14	.77	High
11	7	Teamwork helps you understand the target text and the source text cultures	3.91	.81	High
3	8	Teamwork helps you transfer the source text to the target text successfully	4.27	.82	High

1	9	Teamwork helps you create a glossary list for the target text in order to maintain text consistency	4.32	.56	High
6	10	Team members help you improve your translation assessment skills	4.09	.81	High
14	11	Team members help you improve your analysis skills	3.82	1.09	High
15	12	Teamwork helps you improve your dictionary search skills	3.68	1.21	High
12	13	Teamwork helps you use the modern translation tools such as online machine translations	3.86	1.24	High
8	14	Teamwork helps you in improving your editing and proofreading skills	4.00	.97	High
2	15	Team members help you improve your background knowledge	4.27	.76	High
Total Mean			4.03		High

The results in Table 5.6 show that the participants believe that working in a team helps in improving their translation skills. It can be noticed that the mean value recorded for this item is 4.03, and there is a high level of agreement according to Cronbach's α . In addition, it can be seen in Table 5.6 that all items that suggest positive attitudes towards the idea that teamwork helps in improving translation skills are also situated within the high-level agreement indicator. This result confirms the major agreement of participants with the items included in this dimension. In addition, the item “*Teamwork helps you in creating a glossary list for the target text in order to maintain text consistency*” recorded the highest mean value at 4.32, achieving the first position among the items. The item “*Team members help you improve your background knowledge*” recorded a mean value of 4.27, achieving the second position among the items. However, the item suggesting, “*Teamwork helps you improve your dictionary search skills*” had the lowest mean value at 3.68, but still was positioned within the high level of agreement. This fact indicates that the participants strongly believe that working in a team helps to improve their

translation skills. Additionally, for eleven out of the fifteen items in Table 5.6, the standard deviation does not exceed 1, which indicates consensus in the sample.

5.3.2.2 Teamwork and translation process

The second dimension collected participants' attitudes towards the influence of teamwork on improving understanding of the translation process. This dimension included ten items. Descriptive statistics for this dimension and its items were provided through mean and standard deviation values. Table 5.7 shows the mean and standard deviation values for teamwork and translation process:

Table 5.7: Mean and Standard Deviation Values for Teamwork and Translation Process Items (N=22)

Rank	#	Item	Mean	Std.	Level of agreement
7	1	Teamwork enables you to understand the different phases of the translation process	4.00	.43	High
8	2	Teamwork enables you to understand the importance of each phase in the translation process	4.00	.53	High
2	3	Teamwork enables you to understand your responsibilities in the team and to understand the other members' responsibilities	4.45	.80	High
1	4	Teamwork enables you to understand the role of the translation group your role and the role of each member in this group	4.50	.59	High
3	5	Teamwork enables you to understand the role of the revising group and the role of each member in this group	4.36	.72	High
5	6	Teamwork enables you to understand the role of the quality control group and the role of each member in this group	4.18	.66	High
6	7	Teamwork helps to make the translation process easier	4.05	.89	High
10	8	Teamwork makes the translation process more organised	3.82	1.18	High
9	9	Teamwork makes the translation more like a real translation workplace	3.91	1.01	High
4	10	Teamwork makes the translation process in the class more enjoyable	4.23	.81	High
Total Mean			4.15		High

Table 5.7 shows that there are high levels of agreement regarding this dimension. The total mean is 4.15, which indicates that participants strongly believe that teamwork helps them understand the translation process. The ten items that measure the different aspects of the translation process also recorded high levels of agreement as mean values ranged between 3.82 and 4.50. Item #4 “*Teamwork enables you to understand the role of the translation group, your role, and the role of each member in this group*” was the highest ranked statement, while item #8 “*Teamwork makes the translation process more organised*” was the lowest scoring. Additionally, for eight out of the ten items in Table 5.7, the standard deviation does not exceed 1, which indicates consensus among participants.

5.3.2.3 Teamwork and translation quality

The third dimension collected participants’ attitudes toward the influence of teamwork on improving the translation quality. This dimension included twenty-one items. Descriptive statistics for this dimension and its items were provided through means and standard deviation. Table 5.8 shows the mean and standard deviation values for teamwork and translation quality:

Table 5.8: Mean and Standard Deviation Values for Teamwork and Translation Quality Items (N=22)

Rank	#	Item	Mean	Std.	Level of agreement
21	1	Team members help you find if the translated text read fluently and smoothly	3.77	.86	High
14	2	Team members help you find if the target text is grammatically correct	3.91	.86	High
16	3	Team members help you check if the spelling of the target text is correct	3.86	.94	High

4	4	Team members help you check if the vocabulary used in the target text is suitable	4.18	1.00	High
11	5	Team members help you find if the translation completed according to the project manager directions	3.95	.84	High
9	6	Team members help you compare the target text with the source text to make sure that the layout of the target text matches the standards of the source text	4.05	.57	High
8	7	Team members help you to check if the target text has the same idea like the original	4.05	.57	High
17	8	Team members help you find if the target text read like an original	3.82	.58	High
19	9	Team members help you find if the target text reproduces the style and tone of the original	3.77	.97	High
15	10	Team members help you to see if the produced translation is adequate	3.91	.81	High
20	11	Team members help you produce a better translation than the one you produce on your own without their help	3.77	1.23	High
12	12	Teamwork enables you to link the ideas appears in the source text together	3.95	.89	High
13	13	Teamwork enables you to determine the importance and relevance of ideas that occur in the source text	3.91	.92	High
18	14	Teamwork enables you to solve translation problems in a consistent and systematic way	3.82	.79	High
6	15	Teamwork enables you to search for solutions to problems while translating	4.09	.68	High
10	16	Teamwork enables you to find alternatives to each translation problem	4.05	.75	High
1	17	Teamwork enables you to consider the best solution	4.45	.51	High
5	18	Teamwork enables you to clearly explain your ideas to the rest of the team members in order to ensure the quality of the translation	4.14	.77	High
3	19	Teamwork enables you to listen carefully to other members in the group to ensure the quality of the translation	4.27	.93	High
2	20	Teamwork enables you to convince the other members in the group with your ideas in a respectful way in order to ensure the quality of the translation	4.27	.76	High
7	21	Teamwork enables you to take your responsibilities more seriously in order to produce an adequate translation	4.09	1.06	High
Total Mean			4.00		High

Table 5.8 shows high levels of agreement on teamwork and translation quality. This dimension includes 21 items that demonstrate that participants strongly agree that teamwork improves translation quality with a total mean value of 4.00. Again, all items measuring this dimension were within the high level of agreement. The highest scoring item is #17 *“Teamwork enables you to consider the best solution”* with a mean value of 4.45. This result was followed by items #19 and #20, *“Teamwork enables you to listen carefully to other members in the group to ensure the quality of the translation”* and *“Teamwork enables you to convince the other members in the group of your ideas in a respectful way in order to ensure the quality of the translation”*, both with a mean value of 4.27. Items #1 and #20, *“Team members help you find if the translated text reads fluently and smoothly”* and *“Team members help you produce a better translation than the one you produce on your own without their help”*, shared the lowest mean at 3.77. Furthermore, for nineteen out of twenty-one items in Table 5.8, the standard deviation does not exceed 1, which indicates consensus among participants.

5.3.2.4 Teamwork and interpersonal skills

The final dimension collected the participants’ attitudes towards the influence of teamwork on the development of interpersonal skills. This dimension includes twenty items. Table 5.9 shows the mean and standard deviation values for teamwork and interpersonal skills:

Table 5.9: Mean and Standard Deviation Values for Teamwork and Interpersonal Skills Items (N=22)

Rank	#	Item	Mean	Std.	Level of agreement
1	1	Teamwork enables you to respect other people's opinion	4.45	.80	High
9	2	Teamwork enables you to talk with other members with confidence	4.09	.97	High
5	3	Teamwork enables you to understand the other members	4.18	.85	High
2	4	Teamwork enables you to build good relationships with the other members	4.27	.76	High
14	5	Teamwork enables you to accept criticism and feedback	3.91	.97	High
7	6	Teamwork enables you to provide feedback	4.14	.71	High
11	7	Teamwork enables you to deal with conflicts effectively	3.95	.78	High
6	8	Teamwork enables you to listen actively to other members in the group	4.14	.88	High
4	9	Teamwork enables you to give advice to the group members when necessary	4.18	.79	High
3	10	Teamwork enables you negotiate with the members more effectively	4.27	.63	High
13	11	Teamwork enables you to create a strategy in order to finish your task on time	3.91	.86	High
8	12	Teamwork enhances your planning and scheduling skills	4.09	.75	High
15	13	Teamwork helps you meet your deadline	3.86	.99	High
19	14	Managing your time is easier while working in a team	3.59	1.33	Moderate
16	15	Solving translation mistakes is easier while working in a team	3.86	1.12	High
12	16	Teamwork enables you to achieve your goal and complete your task on time	3.95	1.13	High
20	17	Working with team members is less stressful than working alone	3.55	1.26	Moderate
17	18	Meeting a deadline is less stressful while working in a team	3.82	1.00	High
18	19	Teamwork makes you more organised	3.68	1.21	High
10	20	Teamwork enables you to transfer this experience to a real workplace	4.05	.72	High
Total Mean			3.99		High

The twenty items in this dimension demonstrate that participants strongly agree that teamwork helps in the development of interpersonal skills with total mean value of 3.99. All items that measure this dimension were within the high level of agreement except the two items that recorded the lowest mean values (#14 and #17), which were within the moderate level. The highest scoring item was #1 “*Teamwork enables you to respect other people's opinion*” with a mean value of 4.45. In second place came item #4 “*Teamwork enables you to build good relationships with the other members*” with a mean value of 4.27, whereas items #14 “*Managing your time is easier while working in a team*” and #17 “*Working with team members is less stressful than working alone*” recorded the lowest means values of 3.59 and 3.55 respectively. Moreover, for fourteen out of the twenty items in Table 5.9, the standard deviation does not exceed 1, which indicates consensus among participants.

5.3.2.5 Demographic variables

The questionnaire also collected demographic information about the participants' backgrounds. An Independent Samples T-test was utilised in order to measure the differences between the participants' assessments for the four dimensions according to their demographic information. The independent T-Test determines the variance between the mean values for two groups and it was used to examine the differences in the participants' assessments according to their gender (male, female) or the answer of yes/no for the other variables. One-way Analysis (Anova) was also utilised to compare mean values for three groups or more. The researcher conducted the Anova test in order to examine the differences in the participants' assessments according to their level of English, academic year, and their previous participation in a collaborative class as there was more than one option for each variable. In addition, the post-test LSD-Fisher was utilised in order to determine the principal source of difference in case of the emergence of significant differences in the ANOVA test results.

Gender

The mean and standard deviation values were calculated and the Independent Samples T-Test was conducted in order to examine possible differences in participants' assessments according to their gender. This test requires confirming the assumption of equality of variance through Levene's Test of Equality of Variance, considering that the two groups, male and female, are not the same size. Therefore, confirming this assumption is essential before reporting T-Test results. The results for this test are reported in Table 5.10:

Table 5.10: Mean, Std. and T-Test Results for Sample Assessments According to Gender

- Significant at level (0.05)

Dimension	Male		Female		Levene Test	T value	Sig.	Sig. Group
	Mean	Std.	Mean	Std.				
Translation skills	4.06	1.02	4.03	.46	Not confirmed	.104	.918	--
Translation process	4.25	.71	4.12	.47	Confirmed	.429	.672	--
Translation quality	3.95	.91	4.01	.32	Not confirmed	-.248	.807	--
Interpersonal skills	4.03	.67	3.98	.54	Confirmed	.155	.878	--

The T-Test results show that the differences in the participants' assessments according to their level of agreement on the dimensions of teamwork and translation process and teamwork and interpersonal skills were not significant as the test significance level exceeded 0.05. Considering that the assumption of equality of variance was confirmed it can be stated that participants, regardless of their gender, strongly believe that teamwork benefited them in improving their interpersonal skills and in understanding the translation process. In turn, this indicates that both male and female participants benefited equally from this experience. Turning to participants' assessment of the dimensions of teamwork and translation skills and teamwork and translation quality, despite the fact that T-test

reports insignificant difference (as the significance level exceeded .05), participants, regardless of their gender, show a high level of agreement on the dimensions in question. However, the results cannot be considered as the assumption of equality of variance was violated. Therefore, it cannot be determined whether there was a difference or not based on gender, and this fact could be considered as a limitation for this study.

Previous participation in a collaborative class

The mean and standard deviation were calculated, and Independent Samples T-Test was conducted to examine the difference in the participants' assessments according to whether or not they had previously participated in a collaborative class. This test again requires confirming the assumption of equality of variance through the Levene Test of Equality of Variance, considering that the two respondent groups, Yes and No, are not the same size. Therefore, in order to confirm this assumption, it is essential to conduct this test before reporting T-Test results. The results for this test are reported in Table 5.11:

Table 5.11: Mean, Std. and T-Test Results for Sample Assessments According to Participation in a Collaborative Learning Class

Dimension	Yes		No		Levene Test	T value	Sig.	Sig. Group
	Mean	Std.	Mean	Std.				
Translation skills	3.96	.65	4.17	.37	Confirmed	.841	.410	--
Translation process	4.08	.57	4.26	.36	Confirmed	.783	.443	--
Translation quality	3.85	.47	4.27	.24	Confirmed	2.322	.031	No
Interpersonal skills	3.91	.61	4.13	.43	Confirmed	.891	.384	--

- Significant at level (0.05)

The results of the Levene Test show that the assumption of equality of variance was confirmed for all dimensions. Therefore, the results of the T-Test can be considered and interpreted. The T-test reported no significant difference in the participants' assessments

as the significance level exceeded .05. Participants' responses thus show that whether they had previously participated in a collaborative class or not, they had the same level of agreement on the three dimensions (teamwork and translation skills, teamwork and translation process, teamwork and interpersonal skills). This result has both positive and negative implications. The positive implication resides in the fact that whether or not the participants previously took part in a collaborative learning class, they believed that teamwork can help them in improving their skills. However, the negative implication, one could argue, resides in the assumption that participants who had actually taken part in a collaborative learning class already would report an even higher level of agreement compared to those who had not

Regarding the difference in the participants' level of agreement on teamwork and translation quality, significant differences were recorded, as the significance level was .031, hence less than .05, which indicates that the level of agreement among the participants who had taken part in a collaborative class is not the same for those who had not participated in a collaborative class. In order to determine the source of difference, mean values were examined. The source of the difference was from the group of participants who had not taken part in a collaborative class, as the mean value for this group was 4.27. This result is higher than for the group who reported that they had previously taken part in a collaborative class, with a mean value of 3.85. This indicates that those who had not taken part in a collaborative class reported a higher level of agreement on teamwork and translation quality in comparison to those who reported that they had taken part in a collaborative class. Such results contradict what was expected, namely that those who had previously taken part in a collaborative class would have gained some experience in collaborative learning and were expected to appreciate the

impact of collaborative learning on translation quality, but the results of this study do not support this assumption.

English level

The mean and standard deviation were calculated, and ANOVA was conducted to examine the difference in the participants' assessments according to their English level. This test requires confirmation of the homogeneity of variance through using the Levene Test of Homogeneity and Variances. The results for this test are given in Table 5.12.

Table 5.12: Mean, Std. and ANOVA Results for Sample Assessments According to participants' English Level

English level		Translation skills	Translation process	Translation quality	Interpersonal skills
Intermediate	N	2	2	2	2
	Mean	4.76	4.35	4.04	3.60
	Std.	.32	.63	.53	.42
Upper	N	16	16	16	16
	Mean	3.99	4.06	3.99	4.10
	Std.	.52	.53	.44	.59
Advances	N	4	4	4	4
	Mean	3.85	4.37	4.01	3.77
	Std.	.66	.33	.58	.29
Levene Test		Confirmed	Confirmed	Confirmed	Confirmed
F value		2.113	.742	.011	1.146
Sig.		.148	.489	.989	.339
Sig. Group		--	--	--	--

- Significant at level (0.05)

The assumption of Homogeneity of variance was confirmed for all dimensions in this test. Therefore, the ANOVA result can be reported. The ANOVA results showed no significant differences in participants' assessments regarding their level of agreement on

the four dimensions as the significance level exceeded .05 for all dimensions. This indicates that the participants, regardless of their English level, reported a high level of agreement towards the four dimensions. This also has positive and negative implications. The positive implication resides in the fact that the participants, regardless of their level of English, are aware that teamwork has a positive impact on their translation skills, translation quality, the translation process and interpersonal skills. The negative implication resides in the fact that it is expected that those who have lower levels of English would report higher levels of agreement on the above mentioned dimensions as teamworking should benefit them more through improving their English.

Academic year

The mean and standard deviation were calculated, and ANOVA was conducted to examine the difference in the participants' assessments according to their academic year. This test requires confirming the Homogeneity of variance using the Levene Test of Homogeneity and Variances. The results for this test are given in Table 5.13:

Table 5.13: Mean, Std. and ANOVA Results for Sample Assessments According to Academic Years

Academic years		Translation skills	Translation process	Translation quality	Interpersonal skills
1 st years	N	--	--	--	--
	Mean	--	--	--	--
	Std.	--	--	--	--
2 nd years	N	8	8	8	8
	Mean	4.41	4.500	4.24	4.28
	Std.	.34	.27	.26	.54
3 rd years	N	6	6	6	6
	Mean	3.82	3.78	3.78	3.69
	Std.	.51	.55	.44	.47
4 th year	N	8	8	8	8
	Mean	3.82	4.07	3.92	3.94
	Std.	.63	.45	.54	.53
Levene Test		Confirmed	Confirmed	Confirmed	Confirmed
F value		3.413	4.939	2.147	2.243
Sig.		.054	.019	.144	.134
Sig. Group		--	2 nd years	--	--

- Significant at level (0.05)

The assumption of equality of variance was confirmed for all the dimensions. Therefore, the ANOVA result can be reported. The ANOVA results showed no significant differences in sample assessment regarding level of agreement on teamwork and translation skills, teamwork and translation quality and teamwork and interpersonal skills, as the significance level for these dimensions exceeded .05. This indicates that the participants, regardless of their academic level, reported high levels of agreement on teamwork and translation skills, teamwork and translation quality, and teamwork and

interpersonal skills. This, again, has positive and negative implications. The positive implication resides in the fact that the participants, regardless of their academic year, are aware of the fact that teamworking improves their translation and interpersonal skills and the quality of the translation. The negative implication resides in the fact that senior students are more experienced and they would be expected to report a higher level of agreement in comparison to the junior students for these dimensions.

Reading the differences in the sample assessments for teamworking and the translation process, the ANOVA test reported significant differences at .019. In order to determine the source of difference, the post-test LSD Fisher was conducted and reported that second year students were the source of difference. This means that second year students have a higher level of agreement on teamwork and the translation process dimension in comparison to third and fourth year students. This provides a good indicator that junior students are aware of the benefits of teamwork in improving their understanding of the translation process. However, this also has negative implications as those students in the third and fourth year were expected to be the source of difference and to report a higher level of agreement in this dimension in comparison with junior students.

5.3.2.6 Concluding Comments

The overall results for the four dimensions reported on in sections 5.3.2.2 to 5.3.2.4 above show that the participants in this study strongly believe that working in a team: improves their translation skills; helps them understand the translation process better; improves the quality of the translation; and helps them improve their interpersonal skills. These results support the idea that teamworking is an effective educational and training practice in the translation class, which helps to answer the main question of the study “**How does the instigation of specifically collaborative teaching and learning environment affect the development of students’ teamworking skills?**” In this case, we can say that, from the

participants' point of view, the introduction of collaborative learning has brought about perceived improvements in their teamworking skills.

Teamworking also has some effect on the four variables proposed in the demographic variables section 5.3.2.5. The participants showed high level of agreement in the four demographic variables namely gender, previous participation in a collaborative classroom, level of English, and academic level, that teamworking has improved many important skills including interpersonal skills.

5.4 Discussion

As explained previously, this study is a mixed methods study. Therefore, this section is dedicated to discussing the results of the two sets of data that the researcher employed in order to answer the main question of this research. In order to do so, the researcher will combine the results of the two sets of data in order to make inferences that incorporate the understanding generated from both the qualitative and quantitative data. In effect, this section marks “the point of interface”, or the point in a mixed methods study at which the two methods meet (Morse and Niehaus 2009, p.55). In this section specific concepts that fall under the category of group interaction, such as interpersonal skills, competition, argument and leadership, will be discussed. This section will also discuss concepts that belong to the second category, group translation, and the different translation skills participants developed throughout the course of the project. Student independence, which comes under the umbrella of our third category, group learning, will be also addressed, as will the related issues of how students took responsibility for their learning throughout the project, how they motivated and supported each other, and finally the feeling of accomplishment they experienced at the end of the project.

As previously explained, the qualitative data obtained through classroom observation produced different patterns of behaviours and actions that are related to participants' daily

social interactions, translation and learning. The core category that encapsulated these three patterns of behaviour and actions is goal-directed collaboration. The social situation that first instigated the group social interactions was the fact that the participants were encouraged to work in groups in order to complete a translation task. Different patterns of social behaviours and actions were produced as a result of this daily interaction. The gradual development of these patterns suggests that the participants learned through this project how to improve many interpersonal skills that they will need after their graduation, thus meeting one of the aims of this study.

Hargie (1997) defines interpersonal skills as “the process whereby the individual implements a set of goal-directed, inter-related, situationally appropriate social behaviours which are learned and controlled” (p.12). Based on this definition, the participants in their daily interaction developed a set of social behaviours that required specific social actions in order for them to reach their goal. The results show that participants’ first action was defining the groups’ goals. They identified two sub-goals and one ultimate goal. The first sub-goal was to meet the weekly task deadline; the second sub-goal was to meet the final deadline at the end of the project. Their ultimate goal was to receive the certificate from the client confirming their participation and role in the project. The fact that a good number of the participants were fourth and third year students in this class, made them more determined to reach these three related goals. It can be noticed that all the actions and behaviours in this project revolve around these goals. Over and over again, these goals encouraged the participants to solve their social and translation-related problems and to adopt various self-control mechanisms in order to achieve these objectives.

They were also aware that through this experience they would learn many skills that would help them in their future careers as translators. The fact that translator profiles have

changed was discussed in the Chapter Two. This fact was explained to the groups prior to starting the project. Through observing the groups over the ten weeks of the project, the researcher observed the gradual development of many important skills among the participants that are related to a real translation workplace. The development of group discussion as a skill among the participants in order to reach an agreement was one of these skills that students should acquire before their graduation. The translation groups in particular asked and responded to questions in order to reach an understanding of the translation process and to be able to explore and test their options before they reached a final decision. They discussed different meanings of different words, they also discussed different ways of translating, different translation problems, and different translation solutions. Through discussion they shared knowledge and experiences. On different occasions throughout this project, when one group or two did not reach an agreement through discussion, this pattern of behaviour gradually changed in to an argument as a result of different opinions. The groups argued on several occasions in order to convince each other of their ideas. This pattern of behaviour quickly changed into heated argument among some of the group members. One group was late on two different occasions in submitting the task. The members started blaming each other for this delay. The group then discovered that this behaviour is not useful, and it has dire consequences for their progress in the project. The behaviour changed into more peaceful behaviour of negotiation. Effective negotiation among the group participants made them develop other skills like self-control and compromise. These patterns of behaviour explain the changing situation in this group from the development of a conflict into the development of collaboration among the participants. They first determined the consequences of group disagreement and then they decided to change this behaviour in order for this group to succeed. They pooled their efforts and collaborated in order to produce one translation.

These patterns of behaviour were also accompanied by different types of conflict. The participants' different levels of English, different academic levels and that fact that almost every group had at least one male and many female students, created the ideal environment for intra-group competition. It has been argued by many scholars that in order to reduce competition among students in the classroom, collaborative learning is the solution. Anastas (2010, p.51), for example, claims that 'cooperative learning' is meant to reduce competition among students, but the current study does not necessarily support this claim.

This study shows the emergence of, first, intra-group competition and then, gradually, inter-group competition. The intra-group competition was sometimes positive, as when academically excellent students motivated the less skilful participants to take part in the discussions. This in turn encouraged less skilled participants to improve their performance and to be more engaged in the learning process. On different occasions, intra-group competition between two or more members caused problems and distracted the other members in the group. Such situations had a negative influence on the translation process, the submission of the translation was delayed, and the quality of the translation was very low. Moreover, this situation also had a huge effect on group relationships and communication. The participants' communication was not effective, they wasted their time arguing. The members who were arguing were trying to win group approval and support. These results show that collaborative learning can, initially at least, trigger competition among group members rather than reducing it.

Another fact regarding competing is the idea that the goals of this project are connected to an incentive. This fact also created a good environment for competition. Each participant wanted to be awarded the certificate at the end of the project. No participant wanted to be left without a certificate to confirm his / her participation and role in the

project. They worked hard to prove that they deserved this certificate by sharing their experience and knowledge with other group members.

Inter-group competition also occurred between the three translation groups. The groups monitored each other's progress and success. They were aware that their cooperation in the supergroup would help them finish their tasks on time. However, groups were also aware that the quality of their translation would be judged and evaluated by the wider class and the reviewer and quality control groups. They also knew that the best translation would be praised. These facts created ideal conditions for competition among the groups. This pattern of competition had a positive impact on the translation process. It encouraged the groups to work hard and to solve their problems independently. They also managed to develop different patterns of behaviour in order to solve their differences and to focus on the incentive and the goal.

The group which suffered from long arguments, Group B, was punished for delayed task submission: the supergroup decided to teach the late group a lesson by requiring them to complete two translation tasks at the same time. Group B accepted this punishment and felt that it was their duty to work as hard as possible to solve this problem.

Two project managers in this project showed different patterns of leadership. These patterns varied from listening carefully to the other members when they proposed a solution to helping and motivating the members of the group in order for them to reach the goal. They effectively discussed translation options with the group members and they gave logical justifications for these options and supported their solutions with evidence from reliable sources. They accepted constructive criticism when a member of the group criticised the project manager's performance. When a member of the group needed help, they offered to help them and they gave them advice. They managed the groups and the

task effectively in order to finish the task on time. They respected the other members in the group and when an argument erupted they tried to involve each member in this argument in order to hear everyone's opinion and to try to find a solution that was satisfactory to all the members. On the other hand, one project manager showed poor leadership in his group. This created many problems and because of his poor management and leadership, the group was late. He then tried to copy the other project managers in order to solve problems and to save his group and his reputation.

It can be said that the groups demonstrated different patterns of social behaviour and actions that were generated through their social interaction which also generated different patterns of conflict and their ensuing solutions. These patterns of behaviour and actions taught the participants various interpersonal skills. Many translation studies scholars have stressed that equipping novice translators with these skills before their graduation is important. The face-to-face daily interaction among the participants offered them a good opportunity to improve their interpersonal skills, which helped them understand further the nature of the translation workplace. Among these interpersonal skills we can list: being respectful to other people and accepting different opinions, the ability to listen actively to others' suggestions and to value these suggestions, the ability to compromise even if the idea proposed by others is different from one's own, the ability to negotiate and to convince others of the merits of one's ideas, the ability to understand the needs of the other members in the group, the ability to cooperate with the members of the group in order to reach the group goal, the ability to solve the conflicts when they erupt among the members. These skills are exactly what translation studies scholars mean by interpersonal skills. The contemporary translation workplace requires translators to work in groups and when translation agencies and companies advertise to hire a translator, they expect this translator to be able to work within a team. This project gave the participants

the opportunity to understand better the modern translation workplace and this will help prepare them for other forms of collaboration, including online collaboration.

The results generated from the qualitative data support the conclusion that collaborative translation helped translation students to develop many important interpersonal skills through group daily interaction. These results are based solely on the researcher's observation and analysis, however. What is missing so far is evidence based on the students' experiences. This is where the supplemental, quantitative component comes into its own.

In order to elicit participants' views of the collaborative translation process instigated in this study, the researcher designed a Likert-style questionnaire which was administered at the end of the project, as described in previous sections. The questionnaire was designed to elicit students' perceptions of teamwork in general. It covered four main dimensions, one of which measured students' attitudes towards teamwork and the development of interpersonal skills.

The participants showed a high level of agreement that teamwork helped them develop many interpersonal skills. Eighteen of the twenty statements in this dimension recorded high levels of agreement, with the remaining two statements recording moderate levels of agreement. All students agreed that teamwork helped them respect each other's opinions, and that it enabled them to talk with each other with confidence and value each other's opinions. In addition, there were high levels of agreement that teamwork enabled them to understand each other, and to build good relationships with each other. Furthermore, they all agreed that teamwork helped them accept criticism and feedback and deal with conflicts effectively. There was also a high level of agreement that teamwork helped participants learn to listen actively to each other, and to accept advice

when necessary. This also applied to meeting deadlines and managing time together as a team. Solving translation problems with the help of group members to achieve the group's goal was another skill on which participants agreed teamwork has a positive impact. They moderately agreed that working with team members was less stressful than working alone and that managing time was easier while working in a team.

The quantitative results thus seem consistent with the qualitative results. They certainly complement the qualitative results by providing the students' perspective. The researcher observed the development of above-mentioned skills and the participants strongly agreed that teamwork gave them the opportunity to acquire and improve these skills, skills that will help them in their future careers as professional translators.

The qualitative data results indicate that while the participants were working in groups to finish a translation task, they learned many translation skills. These skills include deep understanding of the source text, the skill of analysing the text in order to understand the message of the text and the author's style, and the skill of decoding the source text in order to understand its linguistic features in order to be able to write a target text with equivalent meaning. Students also managed to explore the linguistic and cultural features of the source text and to use corresponding features in the target text. They managed to dig deep to find the appropriate meaning for the text. They improved their search strategies. They managed to understand the difference between the different types of dictionaries and how to use them effectively. They also made mistakes during transfer, but they learned how to spot these mistakes and to suggest solutions and alternatives. They developed a sense of self-evaluation while they were working together. They were worried all the time about target text accuracy, naturalness and adequacy. They managed to understand these concepts in practice rather just in theory. They managed to control

the quality of the translation through cycles of revision and reviewing the text many times and performing self-evaluation.

They also gradually departed from literal translation and started to explore different types of translation strategies and again they had the opportunity to explore these strategies in practice rather than just in theory. They negotiated their options and convinced each other of their choices. They reviewed and revised their texts in order to evaluate their product. Each one understood his/her role in the project and explored the other roles and why they are important in the translation process. They organised the process and understood the importance of an organised process for a successful task. They appeared to understand the importance of time and respecting deadlines and the consequences of being late. They collaborated to reach their goal effectively. They worked in coordination with each other in order to simulate a real workplace. The feeling of accomplishment at the end of each week and at the end of the project showed how responsible and serious the groups were about this project.

However, the most important thing regarding the translation process and skills is that the groups managed to produce one translation. They tried hard to ensure the quality of the translation. They developed different ways to ensure that the text was readable and acceptable in Arabic. It is worth remembering that this translation was produced by novice translators who made all possible efforts to ensure the quality of the translation.

These results support the researcher's assumption that teamwork would help the participants to develop many translation skills and would improve the quality of their translation. In order to make sure that the participants also supported the researcher's original assumption, the questionnaire introduced at the end of the project had two dimensions that measured participants' attitudes towards teamwork and the translation

process and teamwork and translation quality. The results from these two dimensions show that the students strongly believed that teamwork helps them understand the translation process better. Responses to statements for this dimension showed that participants strongly agreed that teamwork enabled them to understand the different phases of the translation process, and to understand the importance of each phase. They strongly agreed that teamwork helped them understand their role in the group and the other participants' roles. They also strongly agreed that teamwork made the translation process easier and more organised and enjoyable, and that engaging in teamwork gave them the chance to explore different dimensions of a real translation workplace.

Regarding teamwork and the quality of the translation produced by the team, again the participants strongly agreed that teamwork helped them improve the quality of the translation and enabled them to understand the source text better and to produce a natural text in Arabic. They strongly agreed that teamwork helped them to spot their mistakes and to suggest corrections and alternatives and to employ the best translation strategy to create well-structured sentences in Arabic. They also strongly agreed that teamwork enabled them to link ideas together and to produce a better translation than they would have produced individually. They strongly agreed that teamwork enabled them to explain their ideas and convince others of the quality of their translation solutions, and to share them effectively with the group. They also strongly agreed that teamwork enabled them to take responsibility for their translation choices.

Again, results from the quantitative phase are consistent with the results of the qualitative phase. In turn, these two sets of results confirm the researcher's assumption and support the idea that teamwork would help the participants better understand the translation process, the different phases of the process and their roles and duties in this process.

Moreover, the results also confirm that the participants strongly agree that teamwork enhanced the translation quality.

The qualitative data also show that the participants developed many learning-related skills while working in their groups. The researcher, over eight years of teaching TRA 230, had observed the traditional translation classroom where students worked individually: after the first four weeks, students usually started to lose interest in the topic and to show signs of distraction and boredom. The collaborative learning experience, however, encouraged students to listen to each other's opinions with interest. Listening actively to each other while the group discussed an idea, or a problem is a sign of students' engagement in the learning process. Because they were not working with the teacher but with their peers, it is likely that students felt free to discuss their opinions and to learn from each other. The skill of listening actively to others in order to hear their opinions or to learn from their experiences is important in any classroom, not just in a translation classroom.

Reading is another skill that the students practised over the course of this project. They first practised reading in order to deeply analyse the text. During the source text analysis phase, one member in the group was asked to read the text aloud in order for the members listen to him/her and build an initial understanding of the message of the text, to explicate the different meanings of the text, the structure of the original text, the author's style and the cultural dimensions of the original, in an attempt to translate these features into the target language.

After analysing the text, they read the original text for the second time in order to start the translation. Reading here was utilised in order to start the transfer process from one language into the other. Again, one member of the group read the text aloud and the rest

of the group listened and tried to mentally compose a translation for each sentence or paragraph and then write it down in order to share it with the group and discuss their options. Through reading during the translation phase, the group tried to decode the message of the original text and to extract the meanings embedded in it. Also, through reading they tried to initially identify the linguistic features of the original text and to match them with corresponding linguistic features in the emerging target text. Reading, as a provisional decoding mechanism, helped them to compare the source language with the target language.

After they finished translating the text, they read the target text in order to make sure it read smoothly and fluently. Through reading the target text, they spotted their translation mistakes and suggested corrections and solutions. The final translation was then read for the fourth time and they compared it with the original to check if the transfer process between the two languages was successful.

The reviewer group and the quality group read the original text and the target text many times also in order to check the translation for mistakes. One member of the reviewing group read the target text and the rest of the members compared it with the original. Then, they chose one member of the group who was good at English to read the original text and compare it with the translation and then they chose another member who was good at Arabic in order to read the target text and check if it read smoothly and fluently. The quality control group read chunks of the original text and compared it with the target text. The participants learned the importance of reading in the translation process through this project. The importance of reading during the translation process has been highlighted by many translation studies scholars such as Pham (2017), who discusses the relationship between reading comprehension skills and the translation (p.79). He cites a number of studies that discuss the ability of the translator to read the source text and to extract the

appropriate meaning from the text, including Nitaya and Tipa (2009), Rahemi et al. (2013) and Galina and Ligija (2009). Pham (2017) concludes that “reading comprehension is closely related to the translation performance” (p.84). He claims that students who are better at English reading produce better translation (ibid.).

Regarding the groups’ bilingual abilities, the researcher noticed that the members of the five groups communicated through their native language most of the time. Their communication in the second language was limited to saying a few words and reading. The researcher had expected them to use the two languages and to take advantage of the collaborative learning project in order to communicate in the second language and learn from each other. The students’ unexpected behaviour was perhaps due to their different levels of English; participants whose level of English was at intermediate level were perhaps shy about speaking English with participants who were more advanced in English. Participants with more advanced English were aware of this fact and in order to make themselves clear to the other members and to make sure that each member understand them fully they spoke only Arabic most of the time.

The participants in this project showed high levels of independence, working independently most of the time. They resorted to the researcher only when conflict erupted when one member of group B expressed her desire to leave the group because she disagreed with the project manager. The researcher suggested a solution to this member and the member was free to choose to stay or to change to another group, but she chose to stay and help the members in the group to solve the problem. However, reliance on the project manager was also noticed in one group, in a case where the group knew that the project manager had an excellent academic record.

The five groups also learned how to take responsibility for their choices. This is an important skill especially for translators. When the translation group members realised that their translation would be checked and evaluated, they felt responsible for their choices, which made them more serious about their task. Each member in the group felt responsible for the task in hand each week. The fact that the task was an authentic text with a real client also made them take more responsibility for their tasks.

The members of the group practised peer teaching on an everyday basis during the project. Peer teaching encouraged students to spot mistakes, to recognise many translation problems and suggest solutions to these problems. It also encouraged critical thinking, through their discussions and even their arguments. Their use of different types of dictionaries to find the correct meanings helped them learn how to use dictionaries effectively.

Students enjoyed a feeling of accomplishment at the end of each week and at the end of the project, when they submitted the final translation to the end client. This was one of a mixture of feelings, however, the other main feeling being one of relief: students felt relieved that they had submitted the tasks on time at the end of each week, and they felt relieved and proud of themselves when they submitted the final translation on time at the end of the project. They learned the meaning of time management and respecting deadlines. They experienced feeling under pressure and how to deal with it. These ideas are really important for novice translators to learn. Translation tasks in real workplace are always connected to a deadline, and respecting these deadlines is an important skill.

The questionnaire which was introduced at the end of the project elicited participants' perceptions of collaborative translation as a learning approach. It can be noticed that the participants' high level of agreement in all the four dimensions of the questionnaire

supports the idea that they believed that teamwork helps them learn many important skills that are related to the translation process and to translation quality, besides learning many important interpersonal skills. This supports the researcher's initial assumption that collaborative translation is a beneficial learning approach for translation studies students, and one that embraces a myriad of learning skills.

5.5 Conclusions

In this Chapter we have presented the analysis of the qualitative data elicited in the core component of this study, and that of the quantitative data elicited in the supplemental component. The qualitative analysis, which is based on the researcher's observations of classroom interaction elucidates the daily interactions between students as they completed an authentic, collaborative translation project, and suggests that students developed their interpersonal, translation, and group learning competences over the course of the project. The supplemental quantitative analysis, which is based on students' perceptions of the collaborative learning experience, supports the core analysis in indicating that students are largely in agreement with statements to the effect that collaborative learning, or 'teamwork', helps in the development of translation and interpersonal skills, while also having positive influence on the translation process and translation quality.

Chapter Six: Conclusions

6.1 Introduction

In this Chapter, the main results in respect of the broad research question are summarised and general conclusions based on these findings are presented. The significance, utility and limitations of the research are considered. The Chapter concludes with recommendations for translation educators who intend to design a collaborative translation project in order to explore this phenomenon and benefit from its learning outcomes.

6.2 Main findings

The current study's main aim was to investigate the phenomenon of collaborative translation in the translation classroom. The broad question of this study was: How does the instigation of a specifically collaborative teaching and learning environment affect the development of students' teamworking skills?

Both the qualitative and quantitative analyses indicate that the instigation of collaborative learning in a translation classroom has a positive effect on the development of students' teamworking skills. We find that, when working in teams, students are exposed to challenges that help them identify and gradually develop a myriad of generic and transferable interpersonal, translation, and learning-related skills. The gradual development of interpersonal skills was one of the most important aspects observed in this study: frequent face-to-face interaction among the students produced a variety of social behaviours that created different types of social challenges and problems. These challenges prompted the students to select appropriate actions in order to find solutions to reach their group's goals. The different patterns of social behaviours and actions observed during the course of the project show that the students linked their social behaviours and actions to the main aim of the project and the reward that would come at the end. This reward encouraged them to work hard to solve their problems and to

complete the translation task in hand. The study concludes that for productive collaboration among participants, a defined goal and incentive are sometimes required. The findings demonstrate the importance of exposing students to as many of the social challenges that could occur while working in a team as possible to prepare them for the translation workplace. Merely exposing translation students to translation problems and ignoring the social challenges of working in teams does not give students the opportunity to explore these challenges, which are endemic in teamworking environments. The study concludes that the set of interpersonal skills explored in this study represents one of the most important transferable skills associated with a productive translation process. In addition, this study shows the relationship between the groups' social interaction and the translation process and product.

The study finds that collaborative translation is a practical alternative to the traditional translation classroom. It concludes that students developed many translation-related skills such as the skill of analysing the source text prior to translation in order to produce an acceptable translation. They also developed skills related to working out context-appropriate meanings, including how to use the various tools that help the translator arrive at such meanings. Students also developed their decision making skills: they evaluated their own translations, spotted their mistakes and suggested solutions to many different translation problems. They explored different types of translation strategies. Even more importantly, they successfully produced a readable translation that was acceptable to a real client.

The study also provides evidence of students developing skills related to learning itself, including the ability to work independently but also to learn from each other, to think critically, take responsibility regarding the learning process, and solve problems.

6.3 Significance and Utility

In order to highlight the significance of this study the researcher asked the following question: What does this study contribute to the body of knowledge in translation studies? As we know, the fact that the modern translation workplace requires translators to work in teams in turn requires translators to develop new interpersonal and teamworking skills to meet market expectations. Translation studies scholars such as Kiraly (2000, 2005a, 2005b, 2006), Kiraly et al. (2018) and Kelly (2007), as discussed in Chapter Two, have highlighted the need for student translators to acquire these skills before their graduation. However, in my review of the literature, I found only a handful of sources in which authors, most notably Kiraly (2012a, 2012b, 2013), demonstrate how newly-honed interpersonal or teamworking skills emerge within the context of an authentic collaborative translation project, and I could find no sources that reported on the detailed micro-level interactions of students working on an authentic, collaborative project. Furthermore, while, as the review of the literature in Chapter Two showed, history is full of examples of collaborative translation from which we can learn and on which we can improve, much of the literature on contemporary collaborative translation focuses on online collaboration among translators (e.g., O'Hagan 2011), paying less attention to face-to-face collaboration, as it might occur in many translation workplaces. As online collaboration grows in both workplaces and educational settings, in particular in the context of the global Covid-19 pandemic raging at the time of writing of this thesis, we will need to know more about collaborative translation generally and about face-to-face collaborative translation in particular, if we wish to be able to identify challenges that are peculiar to the online environment. It is hoped that studies such as the current one will add to the growing body of knowledge on the subject.

The current study also adds another voice to those already encouraging scholars to explore social dimensions and interaction in translation teams or communities. It provides an exploration of face-to-face social interaction that could help in explaining the different types of interactions among the translators and the production of the final translation by a team of translators.

Kiraly et al. (2018, p.15) remind us that *utility* is sometimes the value by which a scholarly intervention might be most fruitfully judged. The focus on utility is consistent with both the pragmatism underpinning social constructivist and subsequent approaches to the emergence of translator/translation competence discussed in this thesis, and the participatory action research design we have used. Action research, after all, is conceived of as an approach that can bring improvements to educational practice and outcomes. In our case we can say that the research reported on in this thesis has already been useful: The development of interpersonal, translation and group learning skills, as observed by the researcher, and the strong agreement among students that collaborative learning had positive effects on these skills, both indicate that collaborative learning has been demonstrated in this thesis to be an effective teaching and learning approach in an English-to-Arabic translation classroom in Jordan. This finding is consistent with the positive evaluations of the approach found in the literature, especially in Kiraly (2012a, 2012b, 2013), who focuses, for his part, on the use of authentic, collaborative projects in European translator education contexts.

Importantly, the teaching and learning approach reported on in this thesis also allowed the researcher to develop as a teacher, as well as a researcher: it afforded her the opportunity to explore collaborative translation and to evaluate the learning outcomes of this approach as adopted in TRA 230. This helped her to improve her teaching practice as solutions emerged to many teaching and learning problems she had encountered when

using traditional, primarily transmissionist ways of teaching translation. As an exercise in participatory action research, the authentic, collaborative translation project reported on in this thesis can thus be deemed to have been successful as, according to the perspectives of both the qualitative and quantitative analyses conducted, it led to an improvement in teaching and learning practice in TRA 230. It has also provided a template for the organisation of market-relevant student translator training at Yarmouk University and in other higher educational settings, adding to the examples of practice already available in sources such as Kiraly and Massey (2019).

The authentic collaborative translation project reported on in the thesis also resulted in the production of a substantial translation that was fit for purpose from the point of view of a real client. The student participants in this project provided a readable and acceptable manual that Arabic-speaking students are now using in their group facilitation training in the Department of Sociology at Yarmouk University.

6.4 Limitations

Although this project has provided students with a unique opportunity to explore the different dimensions of collaborative translation, this study has a number of limitations: the participatory action research we conducted involved only 22 students for example, but given that we are not attempting to generalise from our study, this is less of a limitation than may appear on first sight. In fact, the number of participants simply coincides with the number of students enrolled for TRA 230, which itself is constrained by the size of the room in which teaching and learning takes place. Likewise, any attempt to differentiate between the behaviours and perceptions of male and female students in this study is undermined by the fact that there were far fewer males than females. This imbalance, however, reflects an imbalance in TR 230 itself, rather than a sampling problem, as indicated in Chapter Three. Again, as we are not trying to generalise from

the findings of the quantitative component in this research, given its supplemental status, this imbalance is less serious than may appear on first sight.

This study's core component is based on qualitative data collected through classroom observation. Classroom observation allows the researcher to collect important information that is descriptive in nature. However, this type of data collection has the disadvantage that it is vulnerable to researcher bias. In order to reduce researcher bias as much as possible, the researcher adopted a non-participant observation protocol in order not to be directly involved in the group interactions, and to watch the participants from a distance and record as much data as possible. She also managed to perform an initial analysis of the qualitative data as soon as she collected them in order not to forget important instances of behaviours and actions and to be able to categorise these instances. The researcher's presence and observations of the groups may have made participants act unnaturally on occasion, but this effect gradually diminished as the participants started to get used to the researcher's presence during the time of the project, which allowed them to act naturally later on.

The class time had to be managed carefully in order to accommodate the project's activities and the researcher's observation needs. The academic term was fixed and could not have been extended if a problem had occurred during the project. Also, the short class time prevented the researcher from capturing more instances of behaviours and actions. The audio recording provided information that compensated for shortcomings in observational data, but the researcher preferred the classroom observation as the audio recording did not allow the researcher to monitor the non-verbal communication behaviours that the groups demonstrated. Classroom observation, from the viewpoint of the researcher, allows the researcher to monitor different patterns of behaviour as they occurred in real time. Having said that, observation was most successful with smaller

groups: when the supergroup formed, it was hard sometimes to focus and monitor the engagement of and interactions between all participants at the same time.

The researcher expected that this project would offer participants the opportunity to communicate in English and thus allow them to improve their English. Unexpectedly, the groups used their native language, Arabic, most of time, and the use of the second language was limited to explaining certain meanings in English and reading the original text. Group discussion took place mostly in Arabic.

6.5 Recommendations

Setting up a collaborative translation project in a university setting is not an easy task.

This project needed substantial preparation and ongoing, time-consuming engagement until the end of the project. A researcher who intends to design a collaborative translation project should in the first instance familiarise himself/herself with the principles of collaborative learning, its advantages and disadvantages. He/she should be able to develop instruments to evaluate the learning outcomes of this approach. Before commencing this project, the researcher should prepare the project setting and venue in order to create a suitable environment for collaboration and interaction. The researcher should carefully select the text for translation. The text should be suitable for the project participants' language and academic level. The main objectives of the project should be defined prior the commencement of the project and shared with the participants. The number of the participants should be determined. It should be noted that small groups are more effective than big groups in a collaborative translation project, as monitoring and observing small groups is easier, and participants communicate more effectively in smaller groups. Smaller groups are also more manageable. Deadlines for submitting weekly tasks should be determined. The researcher should not ignore the theoretical part of the translation process and he/she should give enough time for the students to

understand this part. The project timetable should be calculated carefully in order to fit within the academic term and timetable. The participants should be given enough time to understand the project objectives, the client's needs and requirements, the incentive at the end of the project, how to work effectively within a team and to understand fully the role of the researcher/lecturer in the project.

Classroom observation requires a lot of training and patience, so if a researcher chooses to use this data collection tool, it is recommended that he/she takes special courses in how to observe a class and what to observe, prior to commencing his/her research. This will enable the researcher to collect the required data in a systematic manner within the available time frame.

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Appendices

Appendix A: Classroom observation

Collaborative Translation observation check

Date: 4th of March 2018

Time: 9-10

observation duration: 45 minutes

Class: TRA 230

Group: all the five groups

Time	Expected behaviours		Emerging behaviours
9:10-9:55	<p>Collaborative Social behaviours</p> <p>The groups greeted each other/ handshake and saying salam aleekum</p> <p>Starting a discussion</p> <p>The reviewer groups and quality control offered help</p> <p>The project managers initiated conversations and actions</p> <p>Group members suggested solutions and different methods of searching for a meaning.</p> <p>Group discussion</p> <p>Reviewer groups offered to help</p> <p>Interrupting the others while talking</p> <p>Groups discussion</p> <p>Agreement</p> <p>Collaborative Translation work behaviours</p> <p>Context</p>	<p>All the groups sat together at the same big table in the faculty of art computer lab, they were facing each other. They first greeted and introduced themselves to each other. Male students shacked hands with one another and female students said salam aleekum to all the groups' members.</p> <p>Today, the translation groups are supposed to create a glossary. The reviewer and quality control groups helped the other groups to create a glossary . All the members started reading the glossary guidelines. Translation Group A project manager (male student, fourth year) started talking to all the groups. He suggested that the glossary should include all the terms that need a specific way of translation. A3 from the same group (female) asked how to recognize these terms in the text? The project manager answered her question and said that such terms are words or phrases that are repeated all through the text and these terms usually focus on the main topic of the text. He gives one example the word "facilitation" he said the whole text talks about this word and it is repeated many times in the text. He said this word should be translated in a specific way and all the groups should use this translation all through the text in order to avoid inconsistency. Another from group C suggested that these key terms should be ed at the top of the , but she explained that the text include a good number of collocations, expressions, phrases, idioms and words</p>	<p>A number of students preferred to work alone in this task.</p> <p>Male students communicate more than female students in this class.</p> <p>A number of kept silent and did not participate.</p> <p>Lack of coordination among was noticed among groups' members.</p> <p>In addition, lack of coordination among group project managers was noticed. The process was not organised, but they managed to finish the task successfully.</p>

	<p>Term based translation by creating a glossary</p> <p>Avoiding inconsistency</p> <p>Suggesting different ways of creating a glossary</p> <p>The multiple meanings of a word or a term</p> <p>Paperback and online dictionaries</p> <p>Contextual dictionaries</p> <p>Group decision making</p> <p>Collaborative Learning behaviour</p> <p>Reading</p> <p>Asking and answer / engagement</p> <p>Peer teaching</p> <p>Explaining and giving details</p> <p>Arabic</p> <p>English</p>	<p><u>with multiple meanings that some students find them hard to translate.</u> She suggested <u>that these also should be ed and defined properly according to the text context.</u> Group B project manager, interrupted and said that <u>the terms should be defined in English first and to be translated into Arabic.</u> He explains that this will help other understand the exact meaning of these terms in English first and how it is used. After this short discussion the groups agreed to create a in which the first part will include all the key terms from the text. The also will include <u>collocations, phrases, words, idioms and expression and to arrange them alphabetically.</u> They agreed that the would also include each term definition in English and its translation in Arabic. Students started <u>the searching for key terms process.</u> They first underlined the word in the text. Then they wrote these terms in a notebook. The project managers in each group prepared a notebook for this purpose. Students demonstrated <u>different searching activities.</u> They used different resources. Students from group A were working together, they were using <u>online dictionaries.</u> A from group B <u>who preferred to work alone in this task was using a paperback dictionary.</u> Two students were <u>working together</u> and they used a monolingual online dictionary and then used a <u>bilingual online dictionary in order to define certain words.</u> Another pair of students were using a <u>contextual dictionary (reverseo context).</u> Group A project manager suggested using google (search engine to see how certain terms are used in <u>different contexts).</u> A from group C (C4), suggested that students <u>should identify if the word in English is a verb, noun, adjective or another word form.</u> She explained that this would help other students to enrich their vocabulary.</p> <p>In order to speed the glossary creation process, two students from the reviewing group volunteered to type</p>	
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		<p>the and create a Microsoft word document. When each translation group finish creating their . <u>They discuss its content with the other groups and when all the groups approved the they, the two reviewer one was reading the word and the second was typing it and then they saved it. They repeated this process with the other s from the other groups. At the end of the class, students created a with 300 words. The reviewers stayed after class to finish typing the and to save it on the computer. They explain to the rest of the groups that they will print out the for the next class and they will send a copy to each project manager.</u></p> <p>At the end of the class, the five groups decided to update the glossary at the end of each week with new words and create a new copy and disseminated among them.</p>	
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Memos

<p>Initial concepts</p> <p>Greeting</p> <p>Introducing</p> <p>Initiating discussion / actions</p> <p>Interrupting</p> <p>Agreement</p> <p>Team working</p> <p>Respecting</p> <p>ening</p> <p>Searching for meaning</p> <p>Identifying key terms</p> <p>Creating a glossary</p> <p>Term based translating</p> <p>being consistence and avoiding inconsistency</p>	<p>Asking questions</p> <p>Working in groups</p> <p>Working in pairs</p> <p>Male/female issues</p> <p>Preferring to work alone</p> <p>Providing detailed explanations</p> <p>Volunteering</p> <p>Enriching vocabulary</p> <p>Preferring</p> <p>Typing</p> <p>Gender / Male or female</p> <p>Identifying parts of speech</p> <p>Using multiple sources</p>		
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Collaborative Translation observation check

Date: 6th of March 2018

Time: 9-10

observation duration: 20 minutes

Class: TRA 230

Group: Translation group A

Group member: PR 1, A2, A3, A4, A5

Time	Expected behaviours		Emerging behaviours
<p>9:00-9:20</p>	<p>Collaborative social behaviour</p> <p>The group project manager showed many leadership qualities. He feels responsible for the group learning process by providing detailed explanations.</p> <p>He feels that he is more knowledgeable than the rest of the group members due to his advanced academic level and his high marks.</p> <p>Time management and organisation.</p> <p>Good level of participation. Three people in the group where initiating conversation but the rest were en carefully to this conversation.</p> <p>The project tried to engage the rest of the group in the conversation by asking them their opinions.</p> <p>Group are learning from each other</p> <p>Collaborative Translation behaviours</p> <p>Text-oriented / literal translation</p>	<p>Each group has three pages to translate this week.</p> <p>Group A task this week is to translate the first three pages (4, 5, 6) of the text. They started to the text analysis first.</p> <p>A copy of the glossary was distributed to each group at the beginning of the class by the reviewer group. Each project manager placed a copy of the on the middle of the table where their group members sit.</p> <p>Group A members sat opposite each other. They are all present today. The project manager asked the members of the group to read the source text analysis guidelines first and then to read the text. <u>The students followed his instructions.</u> After reading the guidelines and the text, the students started to discuss the questions provided in the guidelines. They <u>started discussing the questions that deal with the extra-linguistic features of the text.</u> Students were asking the project manager <u>different questions regarding this matter.</u> <u>A3 asked why they have to know when the text was first published.</u> She <u>said that she does not think this piece of information will change the way she will translate the text.</u> <u>The project manager tried to explain to her that knowing when the text was published give some information about the intentions of the author of producing the text in the first place at that particular time.</u> <u>In addition, sometimes it shows the type of language which was used at that time.</u> A3 said she does</p>	<p>The use of L1 all the time</p> <p>Two students (second year) were not participating, but were ening carefully to the other members.</p> <p>Two members were competing with each other, the project manager (fourth year student) and A3 (female, fourth year student).</p>

	<p>The project manager tried to explain that there are other factors beside the text, such as the author's style and audience expectations, which should be considered while translating.</p> <p>The type of language/ every day English</p> <p>Natural translation</p> <p>Collaborative learning behaviour</p> <p>engagement</p> <p>Sharing experience</p>	<p><u>not think this will help in translating the text any way.</u> She explained that she is a fourth year and she never asked these questions before translating the text. <u>She always thinks about the text and the message of the text.</u> The project manager stressed that these <u>questions are important and they help in guiding the translator to produce a translation that meets audience expectations.</u> He added that he discussed this issue with one of the professors in the department in the past and the professor explained to him that the extra linguistic features would let the translator understand the target audience and culture more and that will allow him as translator produce a translation that is natural.</p> <p>The other students in the group were ing carefully to the conversation. A4 said that she agrees with A3 and she thinks that the text is the most important element in the translation process. The project manager tried again to explain this point of asking these questions. A3 said she respects the project manager opinion but she still not convinced. A 5 and A2 were silent. The project manager asked them what they think? A5 said that she does not know. She explained that this is her first translation course, so she does not know exactly, but she is happy to learn new things from both the project manager and A3.</p> <p>The group discussed the topic of the manual. The project manager asked the group to read the text again and then answer the questions related to the intra-linguistic features of the text. A3 started reading the text. The project manager asked the group about the text topic. A4 answered that the text is about a person who tries to facilitate group work. The project manager said not exactly. He explained <u>that the text talks about how to facilitate a group and makes sure that a group achieve its goal and work in an organized way.</u> <u>The project manager then asked what type of language that it was</u></p>	
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		<p>used in the text. A5 asked, "what do you mean by type of language?" The project manager explained if the language used in this text is difficult or simple. A3 interrupted and said I think it means if there are specialized terms and words used in the text. The project manager said I do not think there are any specialized words or terms in this text. The group then said that the text is every day English. Then they moved to the next questions that talk about the style of the text. The group again said the text is simple and everyday English and the author did not use highly formal language.</p> <p>The project manager asked the group members to finish answering the questions because he does not want the group to be late and he wants the group to finish the task on time.</p> <p>At this point, I stopped observing the group.</p>	
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Memos:

<p>Initial coding</p> <p>Being organised</p> <p>Initiating discussion</p> <p>Asking questions</p> <p>Responding to questions</p> <p>Explaining</p> <p>Interrupting</p> <p>Peer teaching</p> <p>Text oriented translation</p> <p>Text audience</p> <p>Text author</p> <p>Trying to convince each other with their opinions</p> <p>Forcing an opinion</p> <p>Sharing previous experiences and knowledge</p> <p>Time management and deadlines</p> <p>Reading</p>	<p>Leadership</p> <p>Managing the group</p> <p>Source Language type and style</p> <p>Competing</p> <p>Gender issues</p> <p>Academic level issues</p> <p>Literal translation</p> <p>Formal language</p>
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Collaborative Translation observation checklist

Date: 6th of March 2018

Time: 9-10

observation duration: 20 minutes

Class: TRA 230

Group: Translation group B

Group member: PRB 1, B2, B3, B4, B5

Time	Expected behaviours		Emerging behaviours
9:20-9:40	<p>Collaborative Social behaviours</p> <p>The group were communicating with each other</p> <p>Discussion</p> <p>Collaborative Translation work behaviours</p> <p>Establishing connection between theory and practice.</p> <p>Collaborative Learning behaviour</p> <p>Peer teaching</p> <p>The ability of recalling information .</p>	<p>When I finished observing group A, I immediately turned to group B. They already started the source text analysis process. They finished answering the first set of questions.</p> <p>The project manager in this group is a <u>third year male student</u>. He was <u>explaining</u> to the group the meaning of the word "<u>genre</u>" because one of the group members <u>asked</u> him the meaning of this. He explained this word in Arabic to the group. He said it is something to do with the text style. <u>B4 interrupted</u> him. She said that it is not just a text style it is more than that. He <u>asked</u> her to <u>explain her point</u>. She said she looked up the word from the dictionary. She <u>explained</u> that the accurate meaning is a text type that is classified into narrative, prose, poetry or other types of texts. B4 <u>kept explaining</u> the meaning of genre and she <u>gave more examples</u> but this time she <u>raised her voice</u>. The students assured her that they understood her point perfectly. She <u>looked at them then she stopped talking</u>. The project manager <u>thanked her</u>. B5 asked the group that to which genre this text belongs. The project manager said he thinks that this text is an informative text. The students tried to understand how this information could help them translate the text properly. B5 said that the text genre help the translator determine the way they translate the text. Students <u>agreed</u> but they all think they probably will understand these points further when they start the translation process.</p>	<p>They tend to communicate in their native language more than communicating in English.</p> <p>Explaining English terms in Arabic rather than in English.</p> <p>A try to prove she knows more than the other does.</p> <p>Raising voice/ non-verbal communication</p> <p>Interrupting each other</p>

		<p>The group then started to discuss question number 5 in the text analysis text. the project manager tried to explain what is meant by formal language or slang but B4 interrupted him again and said that formal language can be seen in a legal text for example that requires highly formal language. The project manager said exactly. He explained that this kind of language requires certain way of translation. B4 explained that she took a course about legal language and it was very difficult to translate a text from English into Arabic. The project manager said this is not a legal text, so the language used is not that formal.</p> <p>The group kept discussing issues related to text language and style. They explained that now they understand the text and ready to start the translation process.</p> <p>At this point I stopped observing.</p>	
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Memos

<p>Initiating discussion/different people in the group initiate discussion</p> <p>Asking questions</p> <p>Paying attention</p> <p>Respecting each other's opinions</p> <p>Approval / disapproval</p> <p>Disrespect / interrupting each other</p> <p>Communicating</p> <p>Trying to understand the text further.</p> <p>Trying to understand the functionalist approach in translation.</p> <p>Improving their analytical skills.</p> <p>Discussing</p>	<p>Trying to connect between theory and practice.</p> <p>Raising voice</p> <p>Lengthy explanation</p>
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Collaborative Translation observation check

Date: 8th of March 2018

Time: 9:00

observation duration: 20 minutes

Class: TRA 230

Group: Translation group C

Group member: PR1, C2, C3, C4, C5

Time	Expected behaviours		Emerging behaviours
9:00-9:20	<p>Collaborative Social behaviours</p> <p>One group member was complaining to the project manager</p> <p>The project manager was supportive</p> <p>The group were working with each other</p> <p>They asked and answered many questions</p> <p>They were communicating all through the task.</p> <p>Asking for advice</p> <p>And accepting advice</p> <p>Collaborative Translation work behaviours</p> <p>Working together</p> <p>Respecting each other</p> <p>Respecting the project manager</p> <p>Discussing options</p> <p>Exploring different ways of translation</p>	<p>Students today are supposed to start translating the first task. The three groups were setting beside each other. They were communicating with each other all throughout this task. Each group is translating part of the text.</p> <p>Group C task this week is to translate pages 10,11,12.</p> <p>Group C project manager is a fourth year female student. When I started observing the group, she was talking to the group. One of the group members, C5 a third year student, was complaining to the project manager that she is very slow when she translate a text. The project manager explained to her that many students suffer from this problem and the only way to overcome this problem is to practice translation as much as she can at home. She also suggested putting a timer beside her in order to calculate the time in order to finish a task. C 5 said that she would do that the next time she practice a translation task at home.</p> <p>All the groups were ready for the group translation task. Group C project manager asks the members "did you find the text hard to translate when you translated the text alone?" They said that "it was okay "and they were looking forward to work with the rest of the team in order to see how they can help them translate better.</p> <p>Students started the group translation. The group manager placed a copy of the text on the middle of the table. Each in the group has a paper and a pencil. The group manager suggested translating the text sentence</p>	<p>The group members re</p> <p>Slow in translation</p> <p>The project manager is acting like a teacher</p> <p>the group members value the project manager's opinion because of her academic level and record</p>

	<p>Understanding the difference between Arabic and English sentence.</p> <p>Collaborative Learning behaviour</p> <p>Reading for understanding the text</p> <p>Peer teaching</p> <p>Discussion</p>	<p>by sentence because and this is how she usually translates the text. C4 (a fourth year student) agreed with the project manager and she translate a text in the same way. C4 said, "I usually read the text sentence by sentence and understand it in order to understand the message and then I connect the sentences with each other". The group members liked this idea. The project manager read the first paragraph loudly again and she asked the group "what is the main idea of this paragraph". C2 answered and started to explain that the paragraph talks about "knowing the function of groups". She added, "the paragraph is divided into points that explain the different functions of groups". Then, the project manager and the students started to translate the first section of the paragraph. C2 volunteered to read loudly the first paragraph and then the other students suggest a translation.</p> <p>The group said that the sentences in this section were easy to translate and it was easy for them to change the sentences from English into Arabic. They translated the first part of the text. They talked about punctuation and how to link sentences together in Arabic.</p> <p>They came across a compound (well-meaning facilitator)in page 10.</p> <p>The project manager asked C5 to look it up from the glossary first and if she did not find it to look it up from the dictionary. C5 did not find it in the glossary. Then the group started to search for the meaning online. C5 said "I googled" a well-meaning person" and found that this compound means a person with good intentions". The project manager asked C5 which dictionary she used online. C5 said "yourdictionary.com". The project manager said "okay! How we can translate this adjective into Arabic?" C3 said in Arabic "</p>	
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		<p style="text-align: right;">شخص نيته حسنة</p> <p>The project manager said "okay! you mean "</p> <p style="text-align: right;">شخص حسن النية</p> <p>C3 said "yes! I wanted to say that! This is the adjective form of it in Arabic.</p> <p>Then the group translate it the sentence. C2 said " I translated the sentence this way:</p> <p style="text-align: center;">إن دور الميسر السلبي, الودود, حسن النية هذا أمر من الممكن أن يفسر بطرق مختلفة مع الميسر الموصوف بهذه الأمور يشبه دور القائد الذي من صفاته العدائية و القوة فأن هذا الأمر فيه نوع من التلاعب بالادوار التي لا يمكن تركه منه.</p> <p>When she finished reading her translation she asked the project manager " what do you think"</p> <p>The project manager said, "it is okay, well done! This is your first translation so it is good "</p> <p>C3 said " But it is more like literal translation." The group agreed that that this translation needs correction.</p> <p>The project manager then asked the group to write the translation in the notebook and then they will discuss the translation and correct it at the end when they finish translating the entire page.</p> <p>The group agreed. Then the project manager asked C4 to read the next sentence. while 4 was reading the group were translating. The group members were silent for a minute. C4 said" this sentence is hard, I am trying to understand it". The project manager said, "which part that you did not understand?"</p> <p>C4 said " the whole sentence"</p>	
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		<p>The project manager said "okay! The author is still trying to explain the traits of a good facilitator and he is trying to explain the difference between a charming, good facilitator and a bossy facilitator, did you understand it now!"</p> <p>C4 "<u>okay! thank you now I understand it</u> "</p> <p>C3 said " roughly it can be translated this way in Arabic, I am not sure though :</p> <p>ممکن أن يكون الفرق بين الميسر المراوغ الجذاب و الميسر الدكتاتور المتسلط هو فقط مسألة إذا كانت المجموعة مدركة أم غير مدركة لكونها تحت سيطرة القائد.</p> <p>The project manager said "Oh! This is a good translation, well done! What do you think? She was taking to the group. The group agreed. C3 said " but we can use the Arabic preposition (men) at the beginning of the sentence and make the meaning more acceptable" the group agreed and the project manager said " correct, I think we should add it at the beginning of the sentence. Okay write it down in your notebook! "The group did that.</p> <p>Then the project manager asked C2 to read the next sentence. Meanwhile, the group were translating the next sentence in to Arabic.</p> <p>I finished observing; at that point, they did not finish their translation yet. The group kept translating the text sentence by sentence and finished translating the first page.</p>	
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Memos

Asking for advice	Reading the sentence
Complaining	Translating while ening
Providing help and support	Praising each other
Motivating	
Sentence by sentence translating	
Different ways of translation	
Literal translation	
Natural translation	
Identifying translation problems	
Suggesting solutions	
Recognising mistakes.	
Searching for meaning	
Using monolingual dictionary	
Group agreement	

Collaborative Translation observation checklist

Date: 11th of March 2018

Time: 9-10

observation duration: 20 minutes

Class: TRA 230

Group: Translation group A

Group member: PRB 1, A2, A3, A4,

Time	Expected behaviours		Emerging behaviours
9:00-9:20	<p>Collaborative Social behaviours</p> <p>Students in this group interact with one another effectively</p> <p>Discussion</p> <p>Initiating conversation</p> <p>Initiating actions</p> <p>Being polite</p> <p>Collaborative translation</p> <p>Using glossary</p> <p>Using bilingual dictionaries</p> <p>Being organised</p> <p>Spotting mistakes and translation problems</p> <p>Suggesting a solution with explanation</p> <p>Self-evaluation</p> <p>Revision</p> <p>Group decision</p> <p>Collaborative learning behaviour</p>	<p>The two translation groups (C and B) did not finish their translation so they decided to finish their translation today and then to join group A in order to review the final translation.</p> <p>One was absent today from Group A (A5). Therefore, there are only 4 members in the group.</p> <p>Group A <u>finished their translation</u>. In the previous class, when the group finished their translation, the project manager asked them to write the final translation on a piece of paper and to photo copy and give a copy to each member of the group in order to revise it today.</p> <p>The group members has a copy of the translation. A <u>copy of the glossary placed on the table</u>. Each group has a copy of the source text. The group started the revision process.</p> <p>The project manager asked A3 to read the first page (translation). He said to the rest of the group "<u>please compare between the original and the translation, while A3 is reading, and underline any mistake okay!</u>" the group made themselves ready. They were waiting for A3 to start reading. She started reading. The group were <u>comparing between the original text and the translation</u>. Each member in the group has a pen in order to <u>underline mistakes</u>. The group were listening and underlining words, sentences or passages they think it does not sound natural in Arabic. A finished reading the first page. The project manager asked the group if they found mistakes in this page. A4 said " I think there is a</p>	<p>Two Female students (A3,A4)</p> <p>competing with the project managers (male , fourth year)</p> <p>The project manager worried about the time.</p> <p>Communicating in Arabic most of the time</p> <p>Explaining mistakes in Arabic most of the time</p> <p>Second year students in this class follow the project manager instruction and listen carefully to the conversation and comments by the project manager and A3 and A4</p> <p>Non-verbal communication /laughing and smiling</p>

	<p>Reading the text to spot mistakes</p> <p>Listening</p> <p>Following instructions</p> <p>Providing explanation</p>	<p>mistake in translating the verb phrase "called on" in page 4. She started to explain that the phrase "you were called on" "called on" does not mean visit here. She said this phrase mean according to the glossary "The use of someone as a source of help in a difficult situation". She adds that the Arabic word which actually fits here " Tuleeba menka " (you were asked to do something". I also looked this word up from (maani Arabic dictionary) just to make sure what does it mean exactly". The project manager start laughing and said, "that is correct, there is something wrong with the translation of this phrasal verb". He said, "let me check the meaning first". He then turned on the computer and searched the meaning online then he said "this is a phrasal verb that contains a verb and a preposition. It has two meanings and the meaning that fits here is the one that A4 suggested". He then thanked her and said well done to her. The project manager was surprised that they mistranslated this phrase. He said "it is obvious that the word visit (Zara) here does not fit the context". He said they probably were anxious to finish as soon as possible. A3 said "I think that the quality of the translation is more important than producing a translation that is full of mistakes in short time which will require heavy editing later on" (she was smiling and looking at A4). A4 (smiled back to her) and she said, "that's right, I agree!" Then the project manager asked the group member to correct this mistake and to correct the entire sentence in which the word occurred. They did that. Then he asked the group if there was another mistake in the text. They said that it looks fine and there is no mistakes. Then A3 continued reading through page 3. As soon as A3 finished reading page3, the project manager asked the same question again. The group said that there are no mistakes in page three.</p>	
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		<p>The group are happy that the <u>finished</u> translating the first task and their translation acceptable.</p> <p>I stopped observing the group and turned to group B.</p>	
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Memos

<p>Asking</p> <p>Answering</p> <p>Discussing</p> <p>Revising</p> <p>Reading / for revision</p> <p>Initiating conversation</p> <p>Initiating action</p> <p>Using dictionaries</p> <p>Using glossary</p> <p>Being methodical</p> <p>Being organized</p> <p>Spotting mistakes</p> <p>Suggesting corrections</p>	<p>Explaining</p> <p>Praising</p> <p>Accepting others corrections</p> <p>Following instructions</p> <p>Listening carefully</p> <p>Learning from others</p> <p>Competing</p> <p>Communicating / verbal and non-verbal</p> <p>Self- evaluating</p> <p>Group decision</p> <p>Being polite</p>
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Collaborative Translation observation checklist

Date: 11th of March 2018

Time: 9-10

observation duration: 20 minutes each group

Class: TRA 230

Group: Translation group B

Group member: PRB 1, B2, B3, B4, B5

Time	Expected behaviours		Emerging behaviours
9:20-9:40	<p>Collaborative Social behaviours</p> <p>were asking each other questions</p> <p>Consulting other groups</p> <p>Arguing</p> <p>The group did not accept group C suggestion</p> <p>The project manager disagreed with the groups</p> <p>Suggesting a translation</p> <p>Asking for opinion</p> <p>Discussion</p> <p>The project manager asked the other group for opinion in order to convince his group with his opinion.</p> <p>The group rejected his and group C project manager's opinion</p> <p>Collaborative translation behaviour</p> <p>Literal translation</p> <p>Functional translation</p>	<p>As soon as I turned to observe group B, I noticed that the project manager was talking to group C project manager and they were arguing about the translation of an expression. Group B project manager was asking group C project manager " Why do you think that we shouldn't translate the following phrase literally "<u>come down off your pedestal</u>" in page 9". She answered " because it is an expression that needs to be used as one unit and they should not translate it word by word". Group C project manager said, "there is an Arabic equivalent to this expression, which is a kind of functional equivalence, which is similar to a sentence in Dr Shunaq book". . She suggested the translation should be "An yanzella men Arsheah" "To come down from his throne". Group B thank group C project manager and said, "I agree this is the way we should translate this expression!"</p> <p>He then asked his group their opinion "what do you think?"</p> <p>A4 said, "I think that the literal translation we suggested makes sense in Arabic so why should we change it" Group C project manager was still listening to group B conversation then she said, "it makes sense but it is not natural in Arabic". Both group members were listening to the conversation. Except B2 and B3 who were talking to each other, (side talk) then the project manager asked them to pay attention. The</p>	

	<p>Creating the same effect of the original</p> <p>Comparing between the source language and the target language</p> <p>Natural in Arabic</p> <p>Collaborative learning behaviour</p> <p>Reading for revision</p> <p>Listening to conversation</p> <p>Peer teaching</p> <p>Explanation</p> <p>Using references to support their answers</p> <p>Some students were less engaged in the learning process than other students / they were distracted (side talk) and some were quite but they were listening to the conversation</p>	<p>two students stopped talking and started listening to the group's conversation.</p> <p>Group C project manager then turned to her members and continued to discuss her group translation. Group B project manager then turned to his group members and asked them again what do they think about the translation suggested by group C project manager. They said that their literal translation makes sense in Arabic " An Yanzella men makneh all Ali" "to come down from his high place". The group decided not to change their translation. B3 asked the project manager about "functional equivalence". She said "I still do not understand it". The project manager started explaining to her. He asked her to open Dr Shunaaq's book and to read the definition and to read the examples provided in order to understand it. He said "the most important thing about functional equivalence is to create the same effect of the original". He opened page 20 in Dr Shunaaq's book and read the first example given for functional equivalence between English and Arabic " for example the English proverb "it is raining cats and dogs" , the functional equivalence translation in Arabic is</p> <p style="text-align: right;">إنها تمطر كأفوه القرب</p> <p>This proverb in Arabic is not a literal translation of the original and does not have the same words but it means the same as the English proverb and it is more natural in Arabic. If you translate the proverb, literally, it does not mean anything in Arabic and it is confusing.</p> <p>Then the group continue translating the rest of the last page. They were translating the text sentence by sentence. The project manager was reading the sentence and another member suggests a translation orally and if the group think it is acceptable they write it down in a piece of paper. They wrote theses sentences quickly, managed to put them together, and wrote the final draft</p>	
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		<p>in a piece of paper then they placed it on the table. Then the group manager asked the group to revise the translation together. They started to look for mistakes. B4 suggested reading the translation page by page and the group to check these pages for mistakes. B4 read the first page quickly. The group were listening to the translation. Then when B4 finished reading the first page. The project manager asked, "did you find mistakes or do you want to change any sentence in this page?" the group members said "no". Then B4 read the second page and the project manager asked the same question. The group said that the translation is acceptable. Then B4 read quickly the last page. The project manager asked the same question. The group said the same thing and there are no mistakes in this page as well.</p> <p>They agreed that translation is good and they are ready to discuss it with the rest of the groups.</p>	
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Memos

<p>Discussion</p> <p>Asking</p> <p>Answering</p> <p>Arguing</p> <p>Consulting</p> <p>Giving opinion</p> <p>Agreement and disagreement</p> <p>Literal translating</p> <p>Functional equivalence translating</p> <p>Failing to recognize mistakes</p>	<p>Distraction</p> <p>Translating sentence by sentence</p> <p>Revising</p> <p>Self-evaluating</p> <p>Creating the same effect of the original</p>
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Collaborative Translation observation checklist

Date: 11th of March 2018

Time: 9-10

observation duration: 20 minutes each group

Class: TRA 230

Group: Reviewers

Group members: R1, R2, R3, R4

Time	Expected behaviours		Emerging behaviours
10-10:30	<p>Collaborative Social behaviours</p> <p>Working together</p> <p>Giving opinions / they value each other's opinion</p> <p>Complaining to each other about group B translation</p> <p>Criticising group B</p> <p>Being polite</p> <p>Collaborative translation behaviours</p> <p>Planning their revision process</p> <p>Revision</p> <p>Proof reading</p> <p>Page by page revision</p> <p>Spotting mistakes</p> <p>Making decisions</p> <p>Retranslating many passages</p> <p>Correcting mistakes</p> <p>Punctuation mistakes</p>	<p>The class finished at 9:50. The groups went for their break. The reviewer and quality control groups decided to stay after the class to review the translation. They have one-hour break before the next class starts.</p> <p>Reviewers took the translation from the groups and started their revision process. The reviewer sat opposite each other. They discussed how to perform their first revision process. R2 third year female said, "I think the first thing we have to do is to read the nine pages in order to scan the translation for mistakes and inconsistency". R1 said "okay! Let us read it page by page and I think that each group put a mark over their translation, so we know which group produced which part of the translation.</p> <p>R4 fourth year female said, "before we start, I think that we have to know which one of us is excellent in Arabic and which one is excellent in English?"</p> <p>R3 said "why?" R4 said, "the person who is good in Arabic will read the translation as if it is originally written in Arabic and to scan it for mistakes and see if there is any inconsistency. The one who is good in English will compare the original text with the translation in order to see if there is any passage which was mistranslated." Then R4 said, "My Arabic is very good so I will check the translation as if it is originally written in Arabic" R1 said, "my English is very good!" then he said, "I will compare between the original and</p>	<p>Being Professional</p>

	<p>Worried about time</p> <p>Assigning duties</p> <p>Dividing work among them according to their language abilities</p> <p>Solving problems</p> <p>Being organised</p> <p>Using dictionaries</p> <p>Collaborative learning behaviours</p> <p>Working in pairs</p> <p>Critical thinking</p>	<p>the translation ." The group first numbered the pages of the translation.</p> <p>R1 said, "I will start reading now and comparing between the original and translation! I will read the first page of the original text and then read the first page of the translation; you can underline any mistake while I am reading. I will stop reading when I feel there is a mistake in the translation and then we can suggest a solution. The group said "okay!" R1 said, "shall we start!" The group made themselves ready and said "okay!" R1 started reading and comparing between the original and the translation. R1 reads the first page of the original and then reads the first page of group A translation. The rest of the group were listening to him. When he finished reading. He said " group A translated " delegated power" as</p> <p style="text-align: right;">إعطاء السلطة</p> <p>And I think that we should translate it as</p> <p style="text-align: right;">تفويض السلطة أو إعطاء صلاحيات</p> <p>The translation I suggest gives the same meaning as the original, because the word " delegate power means in English: to give someone duties, responsibilities or power in order to act on someone's behalf "</p> <p>R2 said, "did you look up this meaning from the dictionary?"</p> <p>R1 "yes Collins dictionary! when the group were translating, I was curious about the meaning of this collection in English, so I looked it up to see what exactly does it mean"</p>	
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		<p>R2 "Yes, I think it is more of a legal term here and it needs a legal term in Arabic to create the same effect. I think :</p> <p style="text-align: right;">تفويض السلطة</p> <p>Is more acceptable and more powerful and legal than the word :</p> <p style="text-align: right;">إعطاء</p> <p>The group were listening to both members and then decided to change the translation as R1 suggested. Then he reads page 2. He reads the original text first and compare it with the translation. When he finished reading he said " the title " Valued we stressed " is translated as:</p> <p style="text-align: right;">قيم نهتم بها</p> <p>I think this is not a good translation, because the word " stressed " does not mean " interested in " then he asked the group " what do you think?" the group were comparing between the original and the translation. R3 said " I think we can translate it as :</p> <p style="text-align: right;">التأكيد على القيم التالية</p> <p>Of course, my translation is not literal, but it has the same meaning and it sounds more natural in Arabic". R1 said, "I agree this is more natural in Arabic. Group A translated the title literally," the group decided to change the translation of the title as R3 suggested. R1 continued reading through page 6 and he did not stop reading until he finished reading the whole page and he said " I think there are no mistakes in this part, what do you think?" the group were listening to him while he was reading. Then they agreed that there are no mistakes in page 3. When he finished he gave the Arabic translation to R4 to read it. Then R1 said to R4 "</p>	
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		<p>read the Arabic translation and discuss it with R3 and I will continue comparing the original with the translation of group B with R2, what do you think?" R4 said "okay! I will do that "R4 started reading Group A translation. When she finished reading the first page: she said, "there are some punctuation mistakes in the first paragraph we should add comma to separate the clauses in the first long sentence". R3 started adding commas and asking R4 if the positions of the commas are correct. R4 said "yes! these are correct" " now the sentence makes sense".</p> <p>While R4 was reading the translation, she spotted another mistake and this time it was a spelling mistake and she said, "the translators did not add Al Hamza in many words in the text that required Hamza. The letter "Alf" in Arabic requires an addition (AL Hamza) in order to be read correctly" R4 and R3 started to add Hamza to different words. They also corrected many spelling mistakes. R4 said that these misspellings are common mistakes especially among second and third year students. They also spotted many spelling mistakes that deals with diacritical marks in Arabic. R4 said, "Group A did not put these diacritical marks in the right positions over certain letters when required according to Arabic language grammatical rules ". they corrected these spelling mistakes and then they finished reading this part.</p> <p>Meanwhile R1 was comparing the next three pages with the original text, while he was doing that, he corrected many mistakes. When he finished, he said " this translation is full of mistakes, we almost retranslated half of page one. Group B translation is very bad". " I think we need more time here to review group B's translation, R4 and R3 we need your help , please join us" R4 said " I think the best way and in order to save time we have to retranslate these pages" R1 said " no this will take more time, just let us correct as many mistakes as we</p>	
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		<p>can".They compared the second page with the original text and found more mistakes. They started retranslating many sentences. I noticed that the reviewer while they were fixing the translation they changed the word order of many sentences from nominal sentences into verbal sentences. They also corrected many spelling mistakes. When they finished they asked R4 to read the translation. R4 read the Arabic translation and she said that the translation is acceptable and it does not need any more corrections.</p> <p>The group repeated the same process with the translation produced by Group C. R1 read the translation and compared it with the original text. He first read page one and the group were listening. Then he said "I do not think I am going to change anything in this translation. What do you think?" R4 said, "it is an acceptable translation. I do not think we need to do anything about it " R1 said" do you want me to move to the next page or do you think there are mistakes? " the group all agreed that this translation is good and it does not need any corrections. R1 read the next page, and he said the same. R 4 said "the title " code of responsibilities: ethics" was translated as</p> <p style="text-align: right;">رموز المسؤوليات : الأخلاقيات</p> <p>I think we can translate it into a different title because the collocation:</p> <p style="text-align: right;">رموز المسؤوليات</p> <p>It is confusing Arabic."</p> <p>R1 used the computer and started to search for the word مدونة in (al Maani) Arabic –Arabic dictionary.</p> <p>R1 said " I think we can say :</p> <p style="text-align: right;">مدونة المسؤوليات : الاخلاقيات</p>	
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		<p>The word مدونة in Arabic means: a set of rules and regulations. I think مدونة give the same meaning of the words codes. Codes in English dictionary: means a set of rules as well!"</p> <p>R1 "Which dictionary did you use?" R4 said " Cambridge.com"</p> <p>The group changed the translation into what R4 suggested.</p> <p>Then R1 continued comparing between the original text and the translation. He then said " I think the last page does not need corrections." The group agreed. When they finished they give the translation of the 9 pages to the quality control.</p> <p>The quality control group did a quick check to the text. Quality control 1 read the first paragraph of the text and then read the second paragraph and checked for inconstancy. They selected another two paragraphs and did the same. Then they selected the last two paragraphs and checked the text in the same manner. Then they checked the font of the text, page numbers and the sequence of the paragraphs.</p> <p>After the quality control checked the text for mistakes. R1 volunteered to type it and save it on the computer and to send a copy of this translation to order to send a copy of this translation to me at 8:00.</p>	
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Memos

Working together	Making decisions
Giving opinions	Retranslating many passages
Complaining	Correcting mistakes
Criticising group B	Punctuation mistakes
Being polite	Worried about time
Planning their revision process	Assigning duties
Revision	Dividing work among them
Proof reading	Solving problems
Page by page revision	Being organised
Spotting mistakes	Using dictionaries
Correcting mistakes	Working in pairs
	Critical thinking

Collaborative Translation observation checklist

Date: 18/03/2018

Time: 9:20

observation duration:

Class: TRA 230

Group: A

Group members: PR1, A2,A3 ,A4, A5

Time	Expected behaviours		Emerging behaviours
9:00-9:20	<p>Collaborative Social behaviours</p> <p>Argument</p> <p>Loud voice</p> <p>Interrupt</p> <p>Explanation</p> <p>Voting / decision making</p> <p>Correct translation</p> <p>Collaborative Translation work behaviours</p> <p>Suggesting different translation</p> <p>Literal translation</p> <p>Google translation</p> <p>Using dictionaries</p> <p>Collaborative Learning behaviour</p> <p>learned new words through group discussion</p>	<p>All the group members are present today.</p> <p>The finished translating this week chunk and today they want to do a quick revision. They were arguing about the translation of the word “feedback” in Arabic. the project manager was explaining (his voice was loud) that the literal translation of “feedback” which is “التغذية الراجعة” “in Arabic is acceptable and widely used by many Arabic speakers. A3 interrupted him and she explained that they should translate it as (ملاحظات) (notes) or opinions. She added that the word (feedback) means in English: opinions. A2 said that she read a book about (positive feedback) in Arabic and that the translation suggested by the project manager is correct. A3 disagreed and said that the project manager’s translation is similar to google translation and it’s too literal. The project manager) said he did not use google translation to look up this word and he knows that in Arabic they call (feedback) التغذية الراجعة) and even it looks literal but it is widely used in Arabic .</p> <p>The group were looking at each other. A5 said that both the project manager and A2 are wasting their time and they have to finish the task. The project manager suggested to finish the argument through voting. He asks group members if they think that his translation is correct, to raise their hands. Three members of the group raised their hands. The project manager said (okay, they should use this translation. A3 objected and said that this is not an accurate translation. The project manager asked A2 to bring the book that talks about (positive feedback)</p>	<p>Competition</p> <p>Male/female issues</p> <p>Academic level issues</p>

		<p>in Arabic for A3 to read it. A2 said it is not necessary and she started searching the book title online in google books. She found the book and showed it to A2.</p> <p>A3 was finally convinced. The group then stopped arguing and started reviewing the text. They repeated the same process they adopted last time.</p>	
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Memos

<p>Learning through discussion</p> <p>Argument</p> <p>Male/female issues</p> <p>Academic level issues</p> <p>Literal translation</p> <p>Google translation</p> <p>Loud voice</p>	<p>Interrupting</p> <p>Disrespect</p> <p>Explanation</p> <p>Voting /decision making</p> <p>Correct / incorrect translation</p> <p>Using dictionaries</p>
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Collaborative Translation observation checklist

Date: 15/03/2018

Time: 9:00

observati on duration: 20 minutes

Class: TRA 230

Group: C

Group members: PR1, C2, C3, C4, C5

Time	Expected behaviours		Emerging behaviours
9:00-9:20	<p>Collaborative Social behaviours</p> <p>Strong relationship among group members.</p> <p>Giving clear instructions</p> <p>Motivation</p> <p>Asking and answering questions</p> <p>Praising</p> <p>Giving explanation</p> <p>Collaborative Translation work behaviours</p> <p>Understanding the original text</p> <p>Using dictionaries</p> <p>Suggesting meaning</p> <p>Suggesting translation</p> <p>Collaborative Learning behaviour</p> <p>Following instructions</p> <p>Active listening</p> <p>Students engagement</p>	<p>Four members of this group are present today. C2 is absent but the students in this group decided to contact her later this evening in order to update her with the group progress through the WhatsApp group they created for this project.</p> <p>When I started observing the group, I noticed that the project manager was giving instructions to the group. She first asked them to place the text in the table Infront of them.</p> <p>The project manager placed the first page of this week’s task in the middle of the table. Each has a copy of the text. The project manager asked the students to place a copy of the glossary I next to the text.</p> <p>She asked them to first underline the words or phrases that they think are difficult and then try to find them in the glossary.</p> <p>She then explained that if they find words that are not listed in the glossary, they have to write them down in the notebook.</p> <p>She explained that they are going to look them up later from the dictionary when she finishes reading. She started reading the first page loud. The members were listening carefully.</p> <p>When she finished, she asked them what they understood from this paragraph and what is the main idea of the paragraph.</p>	<p>The project manager is organised and has a clear plan.</p> <p>The project manager repeated the same process she adopted in the previous class.</p> <p>No argument</p> <p>No long discussions</p>

		<p>C3 started explaining point number A:</p> <p>“The first time you negotiate: In this meeting with the group or representatives, you get a general idea of what the group is like and what it wants from you. At this point, try to get answers to as many of the questions under II (Scouting) as possible.”</p> <p>The author here is trying to explain to the reader, how a facilitator can start the negotiation process.</p> <p>The project manager said, “thank you very much”. Then the project manager said “any difficult words”</p> <p>C 5 asked “what does the word “scouting”. the project manager said “group A translated this word last time remember; it is:</p> <p style="text-align: right;">الاستطلاع</p> <p>C5 said “yes, thank you”</p> <p>C3 then asked, “what does “off limits” mean?”</p> <p>The project manager asked the group to look up this word from the dictionary.</p> <p>the group started looking up the words from the dictionaries.</p> <p>C5 was the first one to suggest a meaning for this word:</p> <p>She said “I found this meaning: if an area of land is off limits, you are not allowed to enter it”</p> <p>C3 said “in which dictionary”</p> <p>C5 said “Cambridge dictionary”</p> <p>The project manager said “so what do you think is the best translation for this word”</p>	
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		<p>C5 said "I am not sure" and she said:</p> <p style="text-align: right;">منطقة محظورة</p> <p>C3 said "I think this is the correct translation"</p> <p>The project manager said "yes, according to the context this is the correct meaning, what do you think?" (talking to the group"</p> <p>The group agreed that this is the correct meaning.</p> <p>They explained that this is the only managing that is fits in the context.</p> <p>The project manager then asked the group to translate the fit sentence.</p>	
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Memos

Being organised	Searching for meaning
Repeating process	Suggesting translation
Strong relationship	Explaining
Giving instructions	
Motivation	
Asking and answering questions	
Praising	
Giving explanation	
Respecting	
Active listening	
Following instruction	
engagement	
Praising	

Collaborative Translation observation checklist

Date: 13/03/2018

Time: 9:21

observation duration: 20 minutes

Class: TRA 230

Group: B

Group members: PR1, B2, B3,B4, B5

Time	Expected behaviours		Emerging behaviours
<p>9:21-9:40</p>	<p>Collaborative Social behaviours</p> <p>Complaining</p> <p>Discussion</p> <p>Collaborative Translation work behaviours</p> <p>Poor management</p> <p>The group needed a clear plan to follow in order to finish the task successfully.</p> <p>Sentence by sentence translation</p> <p>Paragraph by paragraph</p> <p>Lack of commitment</p> <p>Collaborative Learning behaviour</p> <p>Trying a new way</p> <p>Peer teaching</p> <p>Suggesting a new way</p>	<p>The group finished the text analysis process, but they did not start translating the text yet.</p> <p>The moment I turned to observer group B, I noticed that the project manager was very busy talking to a member of the reviewers' group. The group members were also talking to each other too. (side talk)</p> <p>After, two minutes the project manager turned to the group and said "okay! shall we start "</p> <p>The group stopped talking to each other.</p> <p>The project manager then said that the group should read the text silently first. The group members said that they did not do that last time. They said that B3 read the text loud last time. They also said that the other groups ask one member to read and the rest to think of a translation.</p> <p>the project manager then said, "okay who wants to read the text?"</p> <p>B4 interrupted "before we start reading. Are we going to translate the text paragraph by paragraph again?"</p> <p>The project manager said "yes"</p> <p>The group started complaining about the paragraph by paragraph translation. They explain that this way of translation is very slow, and they prefer the sentence-by-sentence translation. B4 started explaining "I watched group C while they were working, they translated the text sentence by sentence and they produced very good</p>	<p>B4 showed leadership qualities.</p> <p>Project manager showed signs of poor management / not organised</p> <p>The project manager did not have a clear plan.</p> <p>Competition</p> <p>Male / female issues</p>

		<p>translation. This way seems easier and more accurate than the paragraph to paragraph translation”</p> <p>Then she said, “This time we are going to break each paragraph into smaller unites in order to understand the meaning” The project manager asked what she means by smaller unites. She said each sentence is a unit. The group members did not understand her point fully. The project manager asked 4 to explain her point further. She stood up and read a sentence from the text. Then she wrote it on the board and started explaining. The sentence was "Once you have been asked to facilitate a group, you will need to set up a contract, either written or verbal, specifying all the main details of the arrangement". She started explaining “the author here is trying to make the work of the facilitator more organized by setting up a contract for the group members to understand their roles in the group, their responsibilities and the goals of the group’s law”. She said that the Arabic sentence should reflect this exact same meaning”. She then suggested a translation.</p> <p>بمجرد أن يطلب منك تيسير مجموعة، ستحتاج إلى إعداد عقد، سواء كان مكتوبا أو شفويا، لتحديد جميع التفاصيل الرئيسية والترتيبات المهمة للمجموعة.</p> <p>The project manager said “ I think this is acceptable”</p> <p>B3 said that “But if we translate the text sentence by sentence there will be no coherence between sentences.”</p> <p>B4 said “first, we should translate each sentence separately and then we are going to connect the sentences with each other later on. The project manager asked the group if they are happy with this idea. The group were happy to try this way of translation.</p> <p>Then the group started translating the text.</p>	
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Memos

<p>Group discussion</p> <p>Competition</p> <p>Peer teaching</p> <p>Lack of commitment</p> <p>Side talk</p> <p>Suggesting a new way</p> <p>Poor management</p> <p>No clear plan</p> <p>Leadership qualities</p>	<p>Sentence-by-sentence</p> <p>Paragraph -by – paragraph</p> <p>Female / male issues</p> <p>Academic level issues</p> <p>Complaining</p>
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Collaborative Translation observation checklist

Date: 13/03/2018

Time: 9:00

observation duration:

Class: TRA 230

Group: A

Group member: PR1, A2, A3, A4, A5

Time	Expected behaviours		Emerging behaviours
9:00-9:20	<p>Collaborative Social behaviours</p> <p>Asking for opinion</p> <p>Being polite</p> <p>Dissatisfaction</p> <p>Initiating action</p> <p>Suggestion</p> <p>Group discussion</p> <p>Agreement</p> <p>Disagreement</p> <p>Argument</p> <p>Compromise</p> <p>Leadership qualities</p> <p>Collaborative Translation work behaviours</p> <p>Translation gets easier after practice</p> <p>Text analysis</p>	<p>The groups were happy that they managed to finish the translation (the first chunk of the text) on time. They were all hoping that the translation process would be easier and faster in the next weeks. The second chunk was divided among the groups in the same manner the first chunk was divided.</p> <p>Group A project manager was sitting with the group members. Each of the group members has a copy of the part they supposed to translate this week which is pages (13,14,15). They started the text analysis process. They read the text-analysis guidelines and started discussing the questions.</p> <p>The first paragraph is page 13 talks about (scouting: researching). A3 first looked at the text for a moment and then asked “what does the word scouting mean here? Does it mean the same as researching?” the project manager said “look it up in the glossary” A3 started searching for the word in the glossary. The rest were making themselves ready to analyse the text. A3 said “okay! It says here (she was reading) this word means in English : to go to <u>look in various places</u> for something you <u>want</u> , and in Arabic it translated as : الاستطلاع</p> <p>A3 then asked the project manager “What do you think?”. The project manager said “okay! First, we have to analyse the text” A3 raised her eyebrows and said “okay! I tried to help” the project manager said, “thank you very much, I know that, but we are going to look up the difficult words while we are analysing the text”. A3 said “okay! let us start then, I want to read the first page” the project manager said “okay!”.</p> <p>A3 started reading the text. The group members were listening carefully to her and looking at the text. When she finished reading, the project</p>	<p>Competition</p> <p>Male / female issues</p> <p>Academic level issues</p> <p>Academic disadvantage students tries to</p>

	<p>Finding meaning</p> <p>Using glossary</p> <p>Prioritizing</p> <p>Text analysis e</p> <p>assessing the difficulty of the text</p> <p>asking for suggestion</p> <p>giving suggestion</p> <p>acceptable translation</p> <p>using dictionary</p> <p>first draft translation</p> <p>spotting mistakes</p> <p>problem solving</p> <p>assigning duties</p> <p>reading the original then the translation</p> <p>group spotting mistakes / group decision making</p> <p>Collaborative Learning behaviour</p> <p>Feeling of accomplishment</p> <p>Listening actively</p> <p>Students engagement</p>	<p>manager started asking the text analysis questions. During this week, they focused on the intera- textual features of the text only as they discussed the extra-textual features of the whole text in the previous week. They noticed that the text has a list of questions that is addressed to the reader who is interested to become a group facilitator.</p> <p>the project manager said, “I think this page is easy to translate because it is full of short questions?” A3 said “ I think the best way is to start translating the text straight away because the points are very clear”</p> <p>A2 said “that is right, I can translate the first paragraph, if you like”</p> <p>The project manager said okay “I will give you all five minutes to translate the list of questions in this page and we can discuss your translation when you finish” the group said “okay!”. The group laughed “five minutes is not enough” the project manager then said “just joking! Let us start translating”</p> <p>They started translating the list of questions that appears in the source text. The project manager was reading the text and then said. “how we can translate the word “scouting?” the group stopped for a minute. A3 said “I told you in the glossary it is translated as:</p> <p style="text-align: right;">الاستطلاع</p> <p>The project manager said “okay! I think this translation is correct” A3 said “Are you sure about that? Because I think there is another translation for this word”</p> <p>The project manager said, “what do you suggest?” A3 said “I think the word</p> <p style="text-align: right;">التحري</p> <p>Is more acceptable here: this word in Arabic means searching for something systematically and scouting is used here as a synonym for researching which means in English: diligent search”</p> <p>The project manager asked A3 “which dictionaries did you use?” A3 said “ Almani dictionary (قاموس المعاني) and Merriam Webster”</p>	
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	<p>Critical thinking</p> <p>Disadvantage students tires to copy more academically advanced students.</p>	<p>The project manager asked “the online versions” A3 said “yes”</p> <p>A4 then said “But I think the word استطلاع</p> <p>Is more acceptable. While you were talking, I looked this word up in the dictionary and I found that this word means: the activity of gathering information or searching an area. I used the same dictionary you used A3, Merriam Webster, when we read the list of questions beneath the word “scouting” it makes sense that the word استطلاع is the acceptable word for this meaning because it is suitable for the context, what do you think?” she was talking to the project manager.</p> <p>The project manager said “ I think 4 is right, the aim of the questions listed in the source text is to encourage the reader who is interested to be a group facilitator to gather information about the group in order to understand the group.”</p> <p>A3 then said “okay! I think the word التحري</p> <p>Also is acceptable here, which means to investigate”</p> <p>The project manager said “No I disagree with you. What do you think?” he was asking the group. The group agreed that the word استطلاع</p> <p>Is more suitable for the context.</p> <p>A3 raised her eyebrows and she said “okay! But I insist that this word التحري is more acceptable, I am not sure why do you think it is wrong”</p> <p>The project manager said, “I do not think it is wrong, I think the word استطلاع more appropriate, what do you think?” He was talking to the group.</p> <p>The group greed with the project manager.</p>	
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		<p>A3 said “I think you are making a mistake” “</p> <p>The project manager said “listen this is just the first draft, when we review the translation, we are going to discuss this issue. Let us finish translating the first page and then we are going to discuss the different meanings of this word”</p> <p>A3 said “okay”</p> <p>The group then finished translating the first page. The project manager asked them to suggest a translation the first paragraph. A4 said “can I try” the project manager said “okay!”</p> <p>She read the first paragraph in page 13:</p> <p>“Scouting (Researching): The categories described above are only one of the many things you will need to look at before you prepare to facilitate for a group. Below are some questions you can use to try to gain a more thorough understanding of the group”</p> <p>Then she read her translation:</p> <p>التصنيفات الموضحة أعلاه هي فقط واحدة من الأمور العديدة التي ستحتاج النظر إليها قبل أن تنهي لتيسير مجموعة. في الاسفل بعض الأسئلة يمكنك استخدامها لتحاول كسب المزيد من الفهم الدقيق للمجموعة</p> <p>A4 finished reading her translation.</p> <p>The project manager then said: okay! This translation is not accurate.” A3 said “why!?, what is wrong with it?” the project manager asked the group to spot the mistakes. A2 asked A4 “please read you translation again” A4 read her translation. A3 said “I think that the translation of ‘to gain a more thorough understanding’ can be : is not accurate the word كسب المزيد does not collocate with the word الفهم in Arabic, this is literal translation”</p> <p>The project manager said “I agree, so what do you suggest then”</p> <p>A3 said “okay I would say:</p> <p>للمحاولة الوصول الى فهم أدق للمجموعة</p> <p>The project manager said “ it makes sense now”</p> <p>A5 said “ I was going to suggest almost the same translation.</p> <p>At this point I stopped observing the group.</p>	
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Memos

Asking for opinion	Translation gets easier after practice
Being polit	Text analysis
Dissatisfaction	Finding meaning
Initiating action	Using glossary
Suggestion	Prioritizing
Group discussion	Text analysis
Agreement	assessing the difficulty of the text
Disagreement	asking for suggestion
Argument	giving suggestion
Compromise	acceptable translation
Leadership qualities	using dictionary
Feeling of accomplishment	first drat translation
Listening actively	spotting mistakes
Students engagement	problem solving
Critical thinking	assigning duties
Disadvantage students tires to copy more academically advanced students.	reading the original then the translation
Competition	group spotting mistakes / group decision making
Male / female issues	
Academic level issues	

Collaborative Translation observation checklist

Date: 15/03/2018

Time: 9:20

observation duration: 30 minutes

Class: TRA 230

Group: A

Group member: PR1, A2, A3, A4, A5

Time	Expected behaviours		Emerging behaviours
9:20-9:50	<p>Collaborative Social behaviours</p> <p>Argument</p> <p>Discussion</p> <p>Argument / distraction</p> <p>Being/impolite</p> <p>Argument</p> <p>Agreement/ disagreement</p> <p>Being sarcastic</p> <p>Collaborative Translation work behaviours</p> <p>Being organised</p> <p>Connecting ideas</p> <p>Cohesive paragraph</p> <p>Worried about time</p> <p>Spotting mistakes</p> <p>Suggesting solutions</p> <p>Literal translation</p>	<p>I turned immediately to Group A. All the group members were present at that time.</p> <p>They started the translation process in the previous class (13th) and managed to translate the first page of this week's task. they managed to translate page 2. Now they are translating the third page.</p> <p>The project manager said " we finished translating all the previous points that talk about scouting, now we have this long paragraph to translate, who wants to read it and the rest of the members, think of a suitable translation and write it down in your notebook."</p> <p>The project manager said "we need to connect the ideas in this paragraph and create a cohesive paragraph, so take 10 minutes to do that"</p> <p>A3 said "I can translate the whole paragraph now"</p> <p>The project manager said, "please give the other members a chance to translate the paragraph and we are going to listen to your translation when they finish."</p> <p>A3 "but we are wasting our time, I finished translating the paragraph last time."</p> <p>The project manager said "No take 10 minutes"</p> <p>The project manager said "this is a group work, so we have to do this together and give other members a chance to participate"</p> <p>A3 "yes, they can translate another paragraph next time, we are wasting our time"</p> <p>The other students in the group were listening to the conversation.</p>	<p>Competition</p> <p>A3 thinks she is more qualified than the other members in the group</p>

	<p>Comparing the original with the translation</p> <p>Masculine and feminine marks in Arabic</p> <p>Subject verb agreement</p> <p>Collaborative Learning behaviour</p> <p>Encouraging other students to participate</p> <p>Students engagement</p> <p>Giving enough time translate</p> <p>Eliminating freeloaders</p> <p>dependency/ independency</p> <p>Sharing experiences/ linking classroom with the real workplace</p> <p>Working in pairs</p> <p>Comparing conditional sentences / Arabic / English</p>	<p>A2 said “please A3 lower your voice and let us try translate the paragraph, can you help us “</p> <p>A3 said “okay! But I think this is a waste of time”</p> <p>The project manager asked A2 to read.</p> <p>She said “I do not want to translate; can you ask someone else. I will translate the next paragraph”</p> <p>The project manager said “No you have to participate, it is your turn, you did not participate last time”</p> <p>A2 said “A4 wants to translate this paragraph”</p> <p>The project manager said “no you have to translate this paragraph”</p> <p>A2 said “okay” and started reading</p> <p>The students were translating while she was reading.</p> <p>When she finished, the project manager asked the group to suggest a translation. The group asked for extra time because they did not finish translating yet. The project manager gave them 10 minutes to finish the task. Two students A4 and A2 were working together. When the group finished.</p> <p>A3 said “can I read my translation now” the project manager said “yes, you can “</p> <p>A3 started reading her translation quickly: she first the original paragraph and then her translation.</p> <p>"Of course, this list is not complete, nor could it be. However, we are trying to point out some of the different angles you may want to pursue in scouting out (researching) the group before you facilitate. If the group meets regularly, you may benefit from attending and seeing them in action first. The answers to these and similar questions are important in planning. For instance, if the group has a well-defined, specific goal, you will want to make plans that are consistent as possible with this goal. But if the group exists mainly for the fulfilment of its members’ needs, your plans can be much more flexible, adaptable to the flow of each session.</p>	
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If you are going to be a resource person presenting information, it is important to know how sophisticated the members' present knowledge of the subject is. Exercises can be planned best when you know how familiar the participants already are with this kind of activity. For example, a group that has been meeting for six months will not need to spend much time on introductions, but if the session is a one-time meeting or workshop, you will. The more you know about a group before you plan the session, the better you will be able to prepare yourself to meet their needs and expectations in a way that will be meaningful to them."

"بالطبع أن هذه القائمة ليست كاملة، ولا يمكنها أن تكون كذلك. ومع ذلك، فإننا نحاول الإشارة إلى الزاوية المختلفة التي قد ترغب في متابعتها في الاستطلاع (البحث) حول المجموعة قبل أن تقوم بتيسيرها. إذا اجتمعت المجموعة بشكل منتظم، فقد تستفيد من الحضور ورؤيتهم في الأداء الأولي. تعتبر الإجابات على هذه الأسئلة وما شابهها خطوة مهمة لعملية التخطيط. على سبيل المثال، إذا كان لدى المجموعة هدف محدد ومحدد بشكل جيد، فستحتاج إلى وضع خطط متسقة قدر الإمكان مع هذا الهدف. ولكن إذا كانت المجموعة موجودة بشكل أساسي لتلبية احتياجات أعضائها، فمن الممكن أن تكون خططك أكثر مرونة وقابلة للتكيف مع تدفق الجلسة. إذا كنت ستصبح مصدرًا لتقديم المعلومات، فمن المهم معرفة مدى تطور معرفة الأعضاء الحالية بالموضوع. يمكن التخطيط للتدريب بشكل أفضل عندما تدرك مدى المعرفة السابقة للمشاركين بهذا النوع من النشاط. على سبيل المثال، لن تحتاج المجموعة التي كان لديها لقاءات لمدة ستة أشهر إلى قضاء الكثير من الوقت في عملية التقديم، ولكن إذا كانت الجلسة عبارة عن اجتماع أو ورشة عمل لمرة واحدة، فستحتاج إلى ذلك. كلما عرفت أكثر عن المجموعة قبل أن تخطط للجلسة، كان إعدادك لنفسك أفضل مما يتناسب مع تلبية احتياجاتهم وتوقعاتهم بطريقة تكون ذات منفعة بالنسبة لهم."

When she finished reading the group were looking at the project manager and waiting for him to give his opinion.

The project manager said "okay thank you, but I think there are many mistakes. First, let me see your translation" the project manager took student's A3 notebook and read her translation. Then he said "first, you have many spelling and punctuation mistakes and second, your translation is very literal, also you Mistranslated this sentence: "If the group meets regularly, you may benefit from attending and seeing them in action first."

" إذا اجتمعت المجموعة بشكل منتظم، فقد تستفيد من الحضور ورؤيتهم في الأداء الافتتاحي. "

The last section of this sentence does not make sense in Arabic."

		<p>A3 said “ I disagree with you, I probably have many spelling and punctuation mistakes because I wrote this translation quickly without thinking about these issues and I was going to fix them later, and why do you think I mistranslated this sentence”</p> <p>A4 said and she was looking at A3 translation “I agree with the project manager there is something wrong with this translation especially this sentence. I translated this sentence this way:</p> <p>إذا اجتمعت المجموعة بشكل منتظم فأنت تستفيد من حضورك ومشاهدتك للمجموعة أثناء عملهم أولاً.</p> <p>The project manager said “thank you A4, your translation is more acceptable, it has the same meaning as the original and the structure is more acceptable in Arabic”</p> <p>The project manager said “let me explain! Literal translation is not always a good way of translation between Arabic and English. You did not translate this sentence in particular literally; you misunderstood the original sentence.”</p> <p>A3 said, “I do not think so, I still think that this translation is acceptable, when I read it, I understand the main idea and what the author is trying to say”</p> <p>The project manager then said “listen! read your translation again and compare it with the original, and see if you can spot your mistakes and see if this sentence in particular still makes sense”</p> <p>A3 kept silent and then started reading her translation.</p> <p>The project manager then said “once I worked with a translation agency here in Irbid, they asked me to translate a long text which was about 4 pages. It was a tourism text about “Jerash” I finished translating this text in just six hours. I was in my third year. I first translated the text and produced a first draft then I went to meet a friend for an hour. When I came back, I read the translation as if someone else produced it and I started comparing the original with the translation. This helped me to spot my mistakes and correct them.”</p> <p>A2 said “How much did they pay you for this?”</p>	
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		<p>A5 said “usually they pay 10 JD for a page”</p> <p>The project manager said “No they paid me a little bit more, 12 JD per page, I asked for extra because they needed the translation in short time”</p> <p>A3 was listening to the conversation. She said “okay first of all four pages is not a long text. Second you spent six hours in translating these pages which is a long time”</p> <p>A4 said “No I don’t think six hours is a long time, it is reasonable, as a translator you need to first translate the text and then to check it many times for mistakes”</p> <p>A3 said “Okay! I finished a longer text in one day. My sister asked me to translate a whole essay from English into Arabic which was about 15 pages. It took me only one day to finish it”</p> <p>The project manager said, “if you translated the essay literally as you did today, it makes a lot of sense!!!”</p> <p>A3 said “Okay, my sister was happy with my translation”</p> <p>The project manager was looking at his watch and then said “we are wasting our time. Let us stop chatting and finish translating the paragraph”</p> <p>A4 said “A2 and I helped each other, and this is our translation”</p> <p>طبعاً، هذه اللانحة ليست كاملة ولا يمكن أن تكون كذلك، وبالرغم من ذلك نحن نحاول الإشارة إلى وجهات النظر المختلفة التي من الممكن أن تساعدك في استطلاع (بحث) المجموعة قبل البدء بعملية التيسير. إذا تجمعت المجموعة بشكل منتظم، يمكنك الاستفادة من حضور ومشاهدة المجموعة أثناء علمهم. أن الإجابة على هذه الأسئلة أو مثيلاتها من الأسئلة أمر مهم جداً في عملية التخطيط، وعلى سبيل المثال، إذا كانت لدى المجموعة هدف محدد وواضح، فعليك أن تضع خطط تتفق قدر الإمكان مع هدف المجموعة، ولكن إذا كان وجود المجموعة مبني على تلبية احتياجات أعضائها، يمكن أن تكون خططك أكثر مرونة وقابلة للتكيف مع سير كل جلسة.”</p> <p>A4 stopped and she said “we stopped here because we were not sure about the translation of this collocation:</p> <p>‘Resource person’</p> <p>I suggested this translation:</p>	
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		<p style="text-align: right;">الخبير</p> <p>And A2 suggested:</p> <p style="text-align: right;">الشخص المسؤول عن الموارد</p> <p>I am trying to convince her that her translation is not correct.</p> <p>The project manager said “can I see your translation”</p> <p>A4 said “sure!” and she gave her translation to the project manager.</p> <p>He started reading and then said. “listen carefully, (he was talking to the group) first you have a number of spelling mistakes and grammatical mistakes”</p> <p>A4 said “okay! where are these mistakes”</p> <p>The group were looking at A4 and A2 translation.</p> <p>A3 said “The word (بدأ) here is spelled wrong, Al hamzah should not be over the letter Alaf it should be placed after the letter (د) without the letter Alaf (بدء)”</p> <p>The project manager said “correct, this is one mistake, the second is the conditional sentence:</p> <p>"If the group meets regularly, you may benefit from attending and seeing them in action first."</p> <p>Your translation is:</p> <p style="text-align: right;">إذا تجمعت المجموعة بشكل منتظم، يمكنك الاستفادة من حضور ومشاهدة المجموعة أثناء علمهم.</p> <p>When you use the conditional conjunction (إذا) in Arabic the verb which is used after (إذا) in both the conditional clause and its consequence should be in the past form not present. I know that the conditional clause in English is in present but in this case, you should change the verb in Arabic into past.”</p> <p>A5 said “I think there is another mistake, but I am not sure:</p> <p style="text-align: right;">كانت لدى المجموعة هدف محدد</p>	
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		<p>The verb “كانت” has (ت) which is a letter added to the verb to indicate the feminine gender of the noun which is the one after the verb. The noun after the verb here is (المجموعة) and it is feminine, but the verb talks about another noun in this sentence which is the word (هدف) and it is masculine, so you should delete this letter’ (ت). Is that correct (she was talking to the project manager.</p> <p>The project manager said “Yes, correct and I think you have to delete the word (لدى) there is no need for this word here” “ what do you think?” he was talking to the group. The group agreed.</p> <p>The project manager then said “A4 question was about the translation of “Resource person” what do you think is the correct translation”.</p> <p>Students A3 said “I think the word</p> <p style="text-align: right;">خير</p> <p>Is the correct translation because A2’s translation is wrong and it makes no sense</p> <p>The group all agreed that : خير is the correct word.</p> <p>At this point I finished observing group A</p>	
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Memos

Argument Discussion Argument / distraction Being/impolite Argument Agreement/ disagreement Being sarcastic Encouraging other students to participate Students engagement Giving enough time translate Eliminating freeloaders dependency/ independency Sharing experiences/ linking classroom with the real workplace Working in pairs Comparing conditional sentences / Arabic / English	Being organised Connecting ideas Cohesive paragraph Worried about time Spotting mistakes Suggesting solutions Literal translation Comparing the original with the translation Masculine and feminine marks in Arabic Subject verb agreement Competition
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Collaborative Translation observation checklist

Date: 25/03/2018

Time: 9:00

observation duration:

Class: TRA 230

Group: the supergroup

Group members: translation groups

Time	Expected behaviours		Emerging behaviours
9:20-9:50	<p>Collaborative Social behaviours</p> <p>Criticizing group B translation</p> <p>Agreement</p> <p>Complaining</p> <p>Collaborative Translation work behaviours</p> <p>Being organised</p> <p>Being late</p> <p>Reading</p> <p>Spotting mistakes</p> <p>Suggesting corrections</p> <p>Spelling mistakes</p> <p>Comparing the original with the translation</p> <p>Happy with the translation</p> <p>Revision</p>	<p>a supergroup was formed by group A and C and they were discussing their translation. revising Group A translation and one page of When I started observing this group, they already finished group C translation. Group B project manager gave Group A manager a copy of his group translation. Group A project manager said that Group B are very late next time. Group A project manager looked at group B translation and said it is not neat and looks messy but they will accept it this time. He went to photo copy the translation and to disseminate it to the rest of the group members. Group B members joined the supergroup. A4 was reading group C translation. The groups were comparing the translation with the original to check it for mistakes. They all agreed that the translation is acceptable and then they move to page three. In the same manner the big group checked the page for mistakes. the super group were happy with this translation. The translation was approved.</p> <p>Group A project manager disseminated a copy of Group B translation. The group members noticed some mistakes in group C translation which are spelling mistakes. The project manager in group C started to underline the mistakes and asked her group members to correct them. They suggested a correction. The groups approved the corrections. A 4 started reading group C translation. She was first complaining that the hand writing is really messy and she could not read it correctly. Group C project manager suggested that he read his own hand writing. He started reading the first page and the members stopped when he finished the first page. They told him that the translation of this paragraph was not accurate and its full of mistakes. Group B project manager said where are the mistakes.</p>	

	<p>Collaborative Learning behaviour</p> <p>Through revision are learning from mistakes of their peers</p>	<p>Group A project manager asked group B manager if they translated the text in the same manner. Group B said “yes”. Group A project manager suggested to send Group A and C translation to the reviewer in order to not to be late and to take longer time to check Group B translation. They approved that. A copy of Group A and C translations were sent to the reviewer groups. The reviewer group and the quality control group grouped in order to start the revision process. They decided to stay an hour after class as usual in order to finish the revision process.</p> <p>It is time for the rest of the groups to take their break. The big group decided that group B should stay during the break and check their translation for mistakes and then give it to the revision group. The rest of the groups went for a break. Group B members stayed. They started arguing and blaming each other. The project manager blamed B4 for the delay. She blamed the project manager for being so lazy and does not know what to do. B2 raised her voice and said (stop both of you) we need to finish the translation; I have another class to attend in 10 minutes. The group started reading each page. They marked a number of mistakes in page 2. B2 suggested an alternative translation to these mistakes. The group were anxious to finish, so B2 translation seemed acceptable. When they finished the correction process, the group members left immediately. The project manager stayed and finished the corrections proposed by the rest of the group. He then gave a copy of the final translation to the reviewer group.</p>	
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Memos

<p>Criticizing</p> <p>Agreement</p> <p>Complaining</p> <p>Blaming</p> <p>Learning from the mistakes of others</p>	<p>Being organised</p> <p>Being late</p> <p>Reading</p> <p>Spotting mistakes</p> <p>Suggesting corrections</p> <p>Spelling mistakes</p> <p>Comparing the original with the translation</p> <p>Happy with the translation</p> <p>Revision</p>
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Collaborative Translation observation checklist

Date: 1/04/2018

Time: 9:00

observation duration:

Class: TRA 230

Group: B

Group members: PR1, B2,B3,B4,B5

Time	Expected behaviours		Emerging behaviours
9:00-9:30	<p>Collaborative Social behaviours</p> <p>Blaming each other</p> <p>Lack of cooperation</p> <p>Discussing problem</p> <p>And suggest a solution</p> <p>Compromise</p> <p>Blaming the project manager</p> <p>Respect /disrespect</p> <p>Collaborative Translation work behaviours</p> <p>Being late</p> <p>Penalty for being late</p> <p>Collaborative Learning behaviour</p> <p>Limited students' engagement</p>	<p>Group A and C finished translating their chunk and decided to form a big group in order to check the final translation and to handled it to the reviewer group. Group B did not finish translating their chunk yet.</p> <p>When I started observing Group B the group managed to translate only one-page last time. They were arguing and their voices were very loud. They were blaming each other again for the delay. This time B 3 was arguing with the project manager. She was saying that the translation procedure suggested by the project manager is not effective. The project manager explained that the group is not collaborating with him. They do not care about the group and they do not want to work together in order to finish on time. The project manager suggested that the group should sit and talk in order to solve the problems before they start translating the rest of the text. The group members sat, and they were waiting for the project manager to talk to them. He sat down and said that they have to work hard in order for the group to finish the task. He said that they are the only group that their member argues all the time, and they are not collaborating to achieve their goal. He said to the group to look at group A and C and how they are working very hard and their translations are very good, and they are never late. B4 said okay! “Why do you think that they are more successful than our group?” The project manager said because they are working with each other. “They do not care who is the best in the group. The group work with each other as one unites to finish the task. If we did not finish on time, we will be late, and we will not get the certificate at the end of the project. The other groups will look at us as nonprofessional and this is not a good image. Each day we learn something new in this project”. We have to work hard. The members were silent.</p> <p>Project manager was talking to B4 “ I think we have to make a deal, we need to focus on the translation and not to argue, we are wasting</p>	<p>Doing two tasks at the same time</p> <p>Punishment</p>

		<p>our time, the other groups are blaming us for the delay and we have to do two tasks at the same time this week.”</p> <p>B4 “It is not our fault you know; we are following your instructions, the other groups have excellent project managers that respect their members’ opinions, you should copy them.”</p> <p>Project manager smiled “okay! If you think it was my fault that we were late, please accept my apology but you have to follow my instructions from now on and not to interrupt me, if you think that I am making mistakes, please tell me politely... the most important thing here is to finish the task on time and to ensure the quality of the translation.”</p> <p>B4: “okay! I understand but I hope you respect our suggestions and opinions” tProject manager: “ I think you know that I value your opinion especially you B4, but we have to discuss all the options that you suggest and chose the best one, your opinion is not always correct.”</p> <p>B4: “okay! Fair enough! Your opinion is not always correct either, but I agree we have to work together to solve this problem.</p> <p>Then the project manager said “we cannot finish on time. The other groups are already reviewing their final translation. We have 25 minutes today to finish part of page 2, but we need another class to finish page3. I will ask Group A and C project managers for extra time. The project manager talked to A and C project managers. The big group were comparing the original text with the translated text. He first interrupted them. He said we are be late, so we need extra time. Group A project manager said how much do you need. Group B manager said we need one more class time to finish part of page 2 and page 3. Group A and C project manager were looking at each other. Group C project manager said you know that this mean that we will be all late, we won’t be able to submit the translation today. Group B project manager said., Yes, I know. Group A project manager said, I suggest that you finish as much as you can today, but I will give you a copy of the new chunk for this week. You have to finish both chunks at the same time. I know this is challenging but think of it as a punishment, because you are late. Group</p>	
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		<p>C manager agreed with group A. Group B project manager agreed and said we will do our best.</p> <p>Group B project manager returned to his group. He explained to the group that they have to finish translating the first part and they have to translate the second part of this week at the same time. The submission of the first chunk will be at the end of the next class. They were all very quiet. Then the project manager put the text in front of the group. Let us not waist more time. B3 raised her hand to read. The project manager said okay read the first paragraph in page 2. He also suggested to copy Group A. He said that they translate the text paragraph by paragraph. The group started translating as suggested. In the last 15 minutes they managed to translate a paragraph together. I stopped observing the group.</p> <p>The supergroup</p> <p>Group A and C finished reviewing their translation. Then they gave a copy to the reviewer group. Group A project manager give a copy of the new chunk for this week and disseminated to the rest of the groups. The reviewer decided not to review the translation until group B finish their translation. The groups were ready for the break. The reviser and quality control groups did not stay an extra hour this time.</p>	
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Memos

<p>Blaming each other</p> <p>Lack of cooperation</p> <p>Problems</p> <p>suggest a solution</p> <p>Compromise</p> <p>Blaming the project manager</p> <p>Respect /disrespect</p> <p>Poor management</p> <p>Disruption</p>	<p>Limited students' engagement</p> <p>Male/female issues</p> <p>Academic level issues</p> <p>Doing two tasks at the same time</p> <p>Punishment</p>
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Collaborative Translation observation checklist

Date: 27/03/2018

Time: 8:55

observation duration: 30 minutes

Class: TRA 230

Group: A

Group member: PR1, A2, A3, A4

Time	Expected behaviours		Emerging behaviours
8:55-9:30	<p>Collaborative Social behaviours</p> <p>Argument</p> <p>Greeting</p> <p>Discussion</p> <p>Leadership qualities</p> <p>Commitment/ lack of commitment</p> <p>Group discussion</p> <p>Criticizing group B</p> <p>Being polit</p> <p>Agreement / disagreement</p> <p>Collaborative Translation work behaviours</p> <p>Paragraph -paragraph translation</p> <p>Being organised</p> <p>Verbal and nominal sentence</p>	<p>In the previous class time, Group A project manager disseminated a copy of the new chunk of this week’s task (9 pages) to the rest of the groups.</p> <p>Group A is supposed to translate pages number 31,32,33 for this week. The project manager is the first to arrive. He sat down. Then he put a copy of the source text and placed it in the middle of the table. I sat a little bit far from the group. The project manager was looking at his watch. He then took his mobile and he was searching something online. I stood up and walked a little bit near him. He was looking up a word in an online dictionary. Then I returned to my seat. He looked again to his watch. After two minutes A3 arrived. She said ‘salam’. The project manager without looking at her said ‘salam’ back. She said to the project manager that A5 is not coming today because she has a doctor appointment. Then she added that A4 is going to be late. The project manager said that “they are always late and let us hope that A2 comes today”. A3 said that A2 is in her way to class because she was talking to her a minute ago in the phone. Then she added that “the reviewer group were very angry last time because Group B translation was full of mistakes, and they had to retranslate most of their text”. The project manager said, “I am not surprised, because it was obvious that the group were fighting most of the time”. A2 arrived. she apologised for being late and said ‘salam’. The project manager and A3 said ‘salam’ back. the project manager said let us start analysing the new text. A3 said (don’t you want to wait for A4?). He said that “we are already late”. He then said, “I am going to read the first page”. project manager started reading. When the project manager finished reading the three pages. A3 suggested that they should skip the analysis phase. She explained that the text is very easy to understand and easy to translate. The project manager agreed and said this will save them some time and will enable them to double check their translation. They skipped the analysis phase. They started the translation. The project manager read the first point in page</p>	<p>Competition</p> <p>Male /female issues</p> <p>Academic level issues</p>

	<p>Spelling mistakes</p> <p>Worried about the time</p> <p>Skipping the text analysis process</p> <p>Double check translation</p> <p>Giving the group time to translate</p> <p>Using the glossary</p> <p>Spotting mistakes</p> <p>Suggesting corrections</p> <p>problem solving</p> <p>natural</p> <p>clear</p> <p>explanation/ persuasive</p> <p>Collaborative Learning behaviour</p> <p>engagement</p> <p>Peer teaching</p> <p>Critical thinking</p>	<p>31. The project manager started to say, “in this page we have to read point C first and then we have to discuss all the points beneath it”.</p> <p>The project manager said “okay, do you want me to read the text again or do you want to start translating?”</p> <p>A3 said “we need 10 minutes to translate the five points”</p> <p>The project manager said “so each time we have a paragraph to translate I will give you 5- 10 minutes to translate the text and then we are going to discuss it. It depends on the length of the paragraph. “</p> <p>The group were happy with this suggestion. While the group were translating the text A4 arrived and joined the group.</p> <p>They started consulting each other while translating.</p> <p>The project manager asked the group where the glossary is because he wants to check the meaning of a word.</p> <p>A4 gave him the glossary. A4 then asked the group manager “what are you looking for “</p> <p>The project manager said “this collocation “ground rules” am not sure about the meaning”</p> <p>A4 said “I think it is listed in the glossary “</p> <p>The project manager read through the glossary and then said “I founded it. It says here: ground rules mean basic principles. And in Arabic: قواعد أساسية</p> <p>A4 said “yes “</p> <p>The project manager read point C again and used the suggested translation. Then he said “yes it makes sense it fits in the context here”</p> <p>After 10 minutes, the group were ready to suggest a translation.</p> <p>The project manager then asked the group “any suggestion for point number (D).</p>	
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		<p>A3 said “I want to translate this point” then she read her translation:</p> <p style="text-align: right;">العمل البناء</p> <p>يقوم الفريق هنا بإنجاز النشاطات المحددة. تطور هذه المرحلة يرتبط بمدا نجاح المراحل السابقة. لم يتم إنجاز المراحل السابقة بشكل كامل، فقد تكون هناك مشاكل في هذه المرحلة. قد يكون للبعض غايات سرية، أو يشعر البعض بالابتعاد من قبل الفريق، أو أنهم لا يفهمون ما يحدث حولهم.</p> <p>When she finished reading her translation. The project manager said “any comments” A2 asked A3 to read her translation again.</p> <p>Then the project manager asked A3 to give him her notebook to read her translation.</p> <p>He first said “what do you think of the title (talking to the group)”</p> <p>A4 said “I think her translation is correct”</p> <p>A2 said the same. The project manager then said “I agree it is correct” the he said “what about the first sentence”</p> <p>A4 said “I actually translated this sentence in the same way “</p> <p>A2 said “I just translated activity into فعاليات</p> <p>Instead of نشاطات”</p> <p>A3 said “No, this word فعاليات has a different meaning and it does not fit in the context here. Where did you find this word”?</p> <p>A2 said “al mawrid English- Arabic dictionary”</p> <p>A3 said “this explains everything!!!”</p> <p>A3 said “This dictionary is very old and apart from that you chose this meaning randomly correct”</p> <p>A2 said “No, it is one of the Arabic translations listed under the word (activity)”</p>	
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		<p>A3 said “yes but this is not the correct Arabic equivalent word to activity “</p> <p>The project manager then said “listen!” he was reading A3’s translation.</p> <p>Then he said “first the translation of the title is correct. The first sentence is correct in Arabic too, but I would put “هنا” at the beginning of the sentence if I were you. The second sentence is okay but (بمدا) this is a spelling mistake. You should write it (بمدي) . Also, you should put the verb (يرتبط) at the beginning of the sentence to create a verbal sentence which is more acceptable in Arabic”</p> <p>A3 said “okay, I agree that this is a spelling mistake, but changing the sentence from nominal into verbal is not necessary here, the sentence is clear in Arabic”</p> <p>The project manager said “it is clear, but not natural, when you have a verb in the sentence so in Arabic it should be verbal”</p> <p>A3 said “sorry, but I am not convinced”</p> <p>The project manager started to explain that verbal sentences are more common and stronger in Arabic.</p> <p>At this point I finished observing the group.</p>	
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Memos

Argument	translation
Greeting	Being organised
Discussion	Verbal and nominal sentence
Leadership qualities	Spelling mistakes
Commitment/ lack of commitment	Worried about the time
Group discussion	Skipping analysis phase
Criticizing	Double check translation
Being polit	Giving the group time to translate
Agreement / disagreement	Spotting mistakes
engagement	Suggesting corrections
Peer teaching	problem solving
Critical thinking	natural
	clear
	explanation/ persuasive

Collaborative Translation observation checklist

Date: 27/03/2018

Time: 9:00

observation duration:

Class: TRA 230

Group: B

Group members:

Time	Expected behaviours		Emerging behaviours
9:20 -9:40	<p>Collaborative Social behaviours</p> <p>Ignoring</p> <p>Group discussion is limited</p> <p>Disrespect</p> <p>Silence</p> <p>Raising eyebrows</p> <p>looking at each other</p> <p>Collaborative Translation work behaviours</p> <p>Sentence by sentence / paragraph by paragraph translation.</p> <p>Poor management</p> <p>Collaborative Learning behaviour</p> <p>engagement is limited to one or two participants only.</p>	<p>Group B members were all present. They are supposed to translate 34,35,36 pages this week. When I started observing the group, the group had already finished the text analysis phase. The project manager was very quiet. B4 wanted to read the first page. The project manager ignored her and asked B3 to read the first paragraph. B3 read the first paragraph. Then, the project manager explained that this time they are going to translate the text paragraph by paragraph. He said that group A follows this strategy and they always produce an excellent translation.</p> <p>B4 said “but we agreed last time to translate the text sentence by sentence”. The project manager ignored her remark for the second time.</p> <p>B4 was quit. The other members in the group looked at her. She started to say that “if you do not want me to participate it is okay, I do not want to participate.” The project manager then said (talking to the group) do you want to translate sentence by sentence or paragraph by paragraph.” B5 said “we agreed last time to translate the text sentence by sentence. Why did you change your mind”?</p> <p>The project manager said, “yes I know but group A produced good translation in short time, and you are very slow, and I am worried that we are going to be late.”</p> <p>B4 said “we finished the first two tasks on time, remember “</p> <p>The project manager then said “okay, so I think we do not need to change the way we translate” the group were looking at each other.</p>	<p>Communication only in Arabic</p> <p>Explaining meaning of English words in Arabic</p> <p>Project manager does not have a clear plan for the group to follow/ not organised</p> <p>The project manager changed his mind regarding sentence by sentence translation</p> <p>Male/ female issues</p> <p>Academic level issues</p> <p>The project manager does not appreciate the groups work / he is not being polit</p> <p>He avoids conversation with B4</p> <p>Project manager attitude</p>

		<p>The project manager then said “let us start the task “</p> <p>B2 said “do you want me to read the first page”</p> <p>The project manager said “yes”</p> <p>B2 read the first page quickly. The project manager said “okay “and he was looking at the group waiting for them to translate the first sentence. B4 said “give us two minutes”</p> <p>After two minutes B2 said “okay I am ready, this is my first draft so bear with me.</p> <p>The project manager said “okay take your time” he raised his eyebrows.</p> <p>After two minutes “okay I am ready”</p> <p>She read the translation.</p> <p style="text-align: right;">التمارين: واجبات مقترحة</p> <p>اعمل مجموعة صغيرة من زملائك المتدربين وتظاهر بأنك في الاجتماع الأول مع الفريق.</p> <p>The project manager said “okay, write it down in the notebook “</p> <p>B4 did not suggest a translation. The group were very slow. The project manager was waiting for the members to suggest a translation and did not encourage them to participate.</p> <p>B4 and B5 were silent. Then the project manager asked B3 why she is so quiet. B4 said that she does not want to participate. The project manager said “are you angry” she said “you do not respect us , we are a team we should work together. It is not just you in this group. You should help us organise this process” He said we are already late. The group were trying to start translating the text, but both the project manager and B4 were arguing and their voices were very loud.</p>	
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		<p>I interfered. I asked the group to drop to my office after the class time. The members were silent. I stopped observing at this point.</p> <p>Note:</p> <p>The group members came to my office. B4 was the first one to arrive. She explained to me that the project manager is ignoring her and blaming her for all the delay and mistakes in the translation. She explained that he is the one to blame, because he does not know how to manage the group. She wanted to switch with another in group A. The project manager arrived with the rest of the group. He started explaining that B4 thinks she is in charge and he is being polite. He does not like to force the in the group to do their tasks. He believes that they should do their tasks without asking them to so. They have to be responsible for their work. He explained that B4 does not respect him and she thinks that all the delay and the translation mistakes are his fault and due to his poor management. I asked the other members in the group. What do they think? They all said that the project manager is not organised. I told them that imagine yourselves working in a real translation agency! How would you act if you do not like the group members you are working with? The group did not answer. but they said (we understand your point). The project manager said that he will do his best to be more organised and to help the other members to finish on time. B4 said she will give the project manager another chance, but if he failed, she is going to leave the group and join another group.</p>	
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Memos

<p>Communication in Arabic</p> <p>Limited students' engagement</p> <p>Poor management</p> <p>Being impolite</p> <p>Being disorganised</p> <p>Disrespect</p> <p>Ignoring</p> <p>Group discussion is limited</p> <p>Disrespect</p> <p>Silence</p> <p>Raising eyebrows</p> <p>looking at each other</p>	<p>Male/ female issues</p> <p>Academic level issues</p> <p>Avoiding each other</p>
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Collaborative Translation observation checklist

Date: 12/04/2018

Time: 9:00

observation duration: 20 minutes

Class: TRA 230

Group: C

Group members: p1, C2, C3, C4, C5

Time	Expected behaviours		Emerging behaviours
9:00-9:20	<p>Collaborative Social behaviours</p> <p>Asking questions</p> <p>Answering</p> <p>Asking the group for opinion</p> <p>Respecting each other</p> <p>Discussion</p> <p>Leadership qualities</p> <p>Being polite</p> <p>Group decision making</p> <p>Satisfaction</p> <p>Collaborative translation</p> <p>Sentence by sentence translation</p> <p>Mistranslation</p> <p>Spotting mistakes</p>	<p>Group C is supposed to translate pages 55, 56, 57 this week. The group finished translating the first two pages during the previous class. When I started observing the group, they were translating the last page.</p> <p>The group were translating the text like usual sentence by sentence. C2 was reading while the rest of the group were listening to her and writing their translation on their notebook. When C2 finished reading the first sentence which is point number C:</p> <p>"Leadership. Any time a group engages in difficult or prolonged activities, one or more persons will eventually emerge as informal leaders."</p> <p>The project manager asked the group to suggest a translation. C5 said, "I want to translate this sentence." The project manager said "okay! We are listening."</p> <p>C5 read her translation loudly: القيادة: في أي وقت تواجه فيه المجموعة ظروف صعبة أو أنشطة مطولة، يتولى شخص أو أكثر القيادة بصفة غير رسمية.</p> <p>The project manager said "okay! Thank you!"</p> <p>C5 asked, "what do you think of my translation" she was talking to the project manager.</p> <p>The project asked the group for their opinion. C3 said " I think the translation of this sentence is correct"</p> <p>C1 said, "I like this translation, it is the only way to translate this sentence."</p> <p>The project manager said, "so you are all happy with this translation? Although, I think you mistranslated the first section of the sentence". Your translation suggests "anytime the group faces difficult times or long activities and the original text suggests that anytime the "group" is engaged</p>	<p>Accepting the project manager's choices and judgment</p>

	<p>Suggesting corrections</p> <p>Literal translation</p> <p>Creating an Arabic sentence according to Arabic language conventions.</p> <p>Changing meaning completely</p> <p>Explanation</p> <p>Justification</p> <p>Comparing between the original and translation</p> <p>Collaborative learning</p> <p>engagement</p> <p>Evaluation</p> <p>Peer teaching</p> <p>Eager to participate</p>	<p>in difficult long activates. You have changed the meaning completely".</p> <p>The group read the sentence again. C1 said, "I think you are correct, but if you were asked to translate this sentence, how would you translate it." She was talking to the project manager. The project manager said I would say:</p> <p>القيادة: في أي وقت تشارك المجموعة بأنشطة صعبة و طويلة , يظهر شخص أو أكثر كقادة للمجموعة بصفة غير رسمية بنهاية الامر .</p> <p>C2 said " your translation is literal "</p> <p>The project manager said " not really, I wanted the translation to sound more Arabic" "</p> <p>C2 " I think it is a literal translation, but you made some changes"</p> <p>C5 said " I think your translation (talking to the project manager) has the same meaning of the original"</p> <p>The project manager said" yes, it sounds more Arabic now, what do you think? The group agreed that the translation they provided has been mistranslated and they accepted the project manager's translation. They wrote it down in the notebook.</p> <p>C2 read the next sentence and when she finished the group suggested a translation. C3 said, "I think we can link this sentence with the previous sentence and create a long sentence in Arabic." the group agreed that the two sentences could be joined together to create one long sentence in Arabic. C3 said " this is how I translated this sentence:</p> <p>القيادة : في أي وقت تشارك المجموعة بأنشطة صعبة و طويلة , يظهر شخص أو أكثر كقادة للمجموعة بصفة غير رسمية بنهاية الامر و اذا أنشئت المجموعة منذ فترة طويلة فإن ظهور قادة بشكل رسمي أو غير رسمي أمر محتمل و هناك عدة طرق يمكن من خلالها ان يعمل القائد:</p> <p>The project manager said, "okay this translation is acceptable. What do you think? She was talking to the group. C2 said " I think it is an acceptable translation, if I read it without looking at the original, I will understand the message perfectly"</p>	
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		<p>The group agreed and wrote this translation down on their notebook.</p> <p>Then they moved to the of points that describes the leader's function.</p> <p>C1 wanted to read the points. The project manager said "okay, please read". C1 read the four points quickly. The project manager said " any suggestions" the group said " give us more time to finish translating these points" the project manager said " okay " the group were translating. Then C3 said " I will try to translate point number 1"</p> <p>"They may serve as a model or example for the group." يمكن ان يكون القادة نماذج أو مثل أعلى للمجموعة.</p> <p>C3 said " what do you think?" C2 said " I think this is acceptable and I will translate the next point" "They may help the group solve problems" ان يساعد القائد المجموعة في حل المشاكل.</p> <p>The project manager said to the group " what do you think of this translation" C1 said " I think we should add the word</p> <p style="text-align: right;">يمكن</p> <p>At the beginning of the sentence in order to suggest possibility." The group agreed that this addition is important in order to reflect the same meaning of the original. The group continued translating the text sentence by sentence at this point, I stopped observing them.</p>	
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Memos

Initiating conversation	Initiating action
Asking	Group agreement
Answering	Leadership qualities
Translating	Evaluating
Students engagement	Changing meaning
Listening	Eager to participate
Discussing	Peer evaluation
Suggesting translation	Self-evaluation
Spotting mistakes	Peer-teaching
Correcting mistakes	Comparing original with the text
Group decision	Providing explanation, justifications
Agreement and satisfaction	

Collaborative Translation observation checklist

Date: 10/04/2018

Time: 9:00

observation duration: 20 minutes

Class: TRA 230

Group: A

Group members: p1, A2, A3, A4, A5

Time	Expected behaviours		Emerging behaviours
9:00-9:20	<p>Collaborative Social behaviours</p> <p>Project manager showed Leadership qualities</p> <p>Asking and answering</p> <p>Chatting</p> <p>Asking the group for their opinions</p> <p>Initiating conversation</p> <p>Collaborative translation</p> <p>Worried about the time</p> <p>American English / Type of language</p> <p>Translating collocations</p> <p>Suggesting translation</p>	<p>The group is supposed to translate pages 49, 50, 51 today. The project manager was the first one to arrive as usual. A3, A2, A5 arrived together, they were chatting with each other. When the group members sat down. The project manager said "okay let us start". Then, A4 arrived and joined the group. The project manager <u>disseminates a copy of the new task to the groups and placed a copy of the original and a copy of the last week translation that produced by the groups on the middle of the table</u>. In addition, he puts a copy of the glossary on the table. The project manager asked A2 to read the first page. The group members prepared themselves and started listening to A2. When she finished the project manager asked the group about the text. A2 <u>said that she did not know how to translate (getting things rolling) page 49 the title of the first point. She said this is an everyday American English I guess!</u> A3 said "yes, and we should look this <u>expression up from the dictionary as one unit</u>". The project manager asked the group to look it up from the dictionary. The groups started doing that they used the computer to find it online. A5 said, "Thesaurus.com defines this expression as: commence and introduce." A2 said, "Long man dictionary defines it as: to make something happening". The project manager said "okay! Then this expression means: to start something which means according to the text and if we read the translation of</p>	<p>Competition</p> <p>(project manager and A3)</p>

	<p>Reading as part of the translation process</p> <p>Translating expressions and collocations</p> <p>The translation process is organised</p> <p>Paragraph by paragraph translation</p> <p>Collaborative learning</p> <p>Listing actively to each other</p> <p>Following the project manager instructions</p> <p>Discussion</p> <p>Students engagement (all the members of the group participated in the task)</p> <p>Reading for translation</p> <p>Spotting mistakes</p> <p>Suggesting solutions</p> <p>Addition (translation strategy)</p> <p>Acceptable translation</p>	<p>the previous page, it means to start a discussion". The group agreed. The project manager said," How we can translate this into Arabic" the group started suggesting a translation. A3 said" I think we can say " khalg al neekash". The project manager said "Okay ! we can say that but I think we can say something else" She said " you do not think it is correct!" the project manager said " I think the word (khalg) in Arabic means to start it from the beginning as if it did not exist before" A3 raised her eye brows and said " what is the correct translation then" the project manager said to the rest of the group " what do you think" A 4 said (what do you think of Beda' instead of Khalg) the group looked at the project manager he said we can" say Beda' al neekash". The group wrote this translation down on the notebook. They started translating the first paragraph. The project manager said "suggest a translation to point A please." The group started to translate. A4 said roughly we can translate it like this"</p> <p>بعض المناقشات لا تحتاج إلى تنشيط فهي تحدث لوحدها ومع ذلك و في كثير من الحالات، سوف تحتاج للمساعدة من اجل بدء المناقشات "</p> <p>The project manager said "okay! This translation is not accurate! What do you think?" He was talking to the group. A3 said "I think this translation is acceptable at the moment we can correct it later what do you think?" The project manager said "Okay! Write it down in your notebook and at the end, we are going to read the whole text and suggest corrections in order to save time. Let us now move to the next point". He asked A3 to read point 1. He asked the rest of the group to suggest a translation while she is reading the next point. A3 read point 1. The project manager said "any suggestion?" A5 said "This is my first attempt, so do not laugh at my translation please" the group start smiling. The project</p>	
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		<p>manager said "Do not worry; we are not going to do that!"</p> <p>على كل شخص أن يعرف عن موضوع النقاش، و لماذا بدأ النقاش؟. اذا صمت محرج و يبده الجميع بالنظر حول لم يبده النقاش و كان هناك الغرفة بانتظار اي شخص ليبدء الحديث فان سبب هذا هو عدم معرفة الأعضاء بالموضوع الذي يجب مناقشته او عدم معرفة طرح موضوع للنقاش.</p> <p>The project manager said " okay! That is good but what do you think ? " he was talking to the rest of the group. A4 said, "okay the translation of this point needs corrections? We can say: ماهو موضوع و سبب في المجموعة يجب أن يعرف تماما كل شخص بدء النقاش. اذا لم يتفعل النقاش و كان هناك نوع من الصمت المحرج و عندما يبدأ الجميع بالنظر حول الغرفة بانتظار اي شخص اخر كي يتحدث، قد يكون السبب هو عدم معرفة الأعضاء بالموضوع الذي يجب مناقشته، او عدم معرفة كيفية طرح الموضوع.</p> <p>The project manager said "okay! What do you think, "He was talking to the group. The group agreed that this translation sound much better. The project manager said " I think we can make it better later, it needs corrections, but it is a good translation for now, write it down in your notebook!" the group did that. The project manager then said, "let us move to the next point, please A2 read point 2." A2 read the second point. The group were translating. A3 started reading her translation:</p> <p>الكافية للمشاركة. قد يكون دورك التوجيهي اعطِ المشارك المساحة كميسر سبب في تردد الآخرين في تحمل مسؤولية ما يحدث في المجموعة لانهم ينتظرون توجيهاتك فحسب. إذا حدث هذا، تعامل معهم بشكل غير مباشر و بدون اصدار توجيهات.</p> <p>The project manager started to say " will! okay you added the last three words to the translation, but this addition does not exist in the original! A3 said, "Okay what is wrong with that as long as it is grammatically correct in Arabic and it makes sense? I added the last three words in order to complete the meaning in Arabic</p>	
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		<p>without them the reader will not understand the whole sentence!"</p> <p>The project manager said okay! If the group think this translation is acceptable! Please write it down in your notebook and then we will see if it needs corrections later when we review the final translation!" the group agreed that the translation suggested by A3 is acceptable and then moved to the next point and did the same thing they translated the last paragraph in the same manner and wrote it down in the notebook.</p> <p>I stopped the observing them at this point</p>	
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Memos

<ul style="list-style-type: none"> Initiating conversation Asking Answering Chatting Translating First attempt translation Students engagement Listening Talking to each other Suggesting translation Spotting mistakes 	<ul style="list-style-type: none"> Initiating action Group agreement Leadership qualities Correcting mistakes
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Collaborative Translation observation checklist

Date:15/04/2018

Time: 9:00

observation duration: 30 minutes

Class: TRA 230

Group: A

Group members: p1, A2, A3, A4, A5

Time	Expected behaviours		Emerging behaviours
9:00-9:30	<p>Collaborative Social behaviours</p> <p>Leadership qualities</p> <p>Initiating action</p> <p>Assigning duties</p> <p>Giving advice</p> <p>Accepting advice</p> <p>Collaborative translation behaviours</p> <p>Prioritizing</p> <p>Following instructions</p> <p>Sharing experience</p> <p>Non-verbal communication</p> <p>Discussion</p> <p>Not sure about translation choices</p> <p>Spotting mistakes</p> <p>Using dictionaries</p> <p>Searching for meaning</p> <p>Understanding context</p> <p>Time</p>	<p>The project manager is absent today. However, A2, A3, A4 and A5 are present. The group’s task this week is to translate pages 58,59, and 60.</p> <p>A3 was talking to the group when I started observing the group. A3 said “the project manager told me that he is not able to attend the class because he is very sick, so we have to start the task without him, is that okay!!” the group said okay!!</p> <p>A3 said “let us read the three pages that we suppose to translate this week and then start the translation process as usual.”</p> <p>A1 said “Okay I would like to read!!”</p> <p>A3 Said “okay!! Go ahead “</p> <p>started to read. She read the three pages quickly, the rest of the group were listening and were trying to translate certain parts of the text and write them down on their notebooks.</p> <p>When A1 finished reading. A3 said “you mispronounced many words while you were reading.”</p> <p>A1 said “Okay!”</p> <p>A3 said “I think in order to improve your reading in English you need to listen to English conversation”</p> <p>A1 said “really, would that help me to improve my English”</p>	<p>A3 tried to prove to the group that she as good as P1 in terms of project management.</p> <p>Academic level issues Gender issues</p> <p>She tried to impose her opinion and choices</p> <p>Some recognise that they need to improve their L2. They started to give each other advice in how to do so.</p>

	<p>Collaborative learning-related behaviours</p> <p>Being organised</p> <p>Active listening</p> <p>Peer teaching</p> <p>Improving L2</p>	<p>A3 said “yes, I believe so. This is how I improved my English. I used to listen to songs in English and watch movies and there are many useful educational materials in English online”</p> <p>A1 said “I will do that at home, and I am thinking of taking an English language course online in order to improve my English.”</p> <p>A3 said “That is good, a good translator should constantly improve his second language”</p> <p>The rest of the group were listening to the conversation.</p> <p>A4 said “I am taking an extra English course at the moment in a private language centre, because I still think I need to improve my English skills.”</p> <p>The group all agreed with what A4 said.</p> <p>A3 said “Will! I think we all felt this way when we were in the second year, but you will notice that your English and Arabic will improve every time you translate a text. You will learn how to construct sentences and learn new words and learn about the culture of both languages, and that is what I love about translation. Then you will notice that you do not need extra courses in English”</p> <p>Then A3 looked at her watch and said, “let us start translating the text.”</p> <p>A3 said “please suggest a translation for page 58”</p> <p>A2 said “will! The text starts with point number (V) that talks about “rules of using exercises”</p> <p>A1 said “I translated this title as</p> <p>قوانين استخدام التمارين</p>	
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		<p>A5 said "I translated it as</p> <p>قواعد استخدام التمارين</p> <p>A1 said why</p> <p>قواعد</p> <p>And not</p> <p>قوانين</p> <p>A5 said "I do not know If I am right, but I think that the word</p> <p>قوانين</p> <p>Is more legal and stronger than the word</p> <p>قواعد</p> <p>And the text is not a legal text and it talks about group rules."</p> <p>A3 said "I agree the word</p> <p>قوانين</p> <p>Is more general but the word</p> <p>قواعد</p> <p>Is more of the principles that govern the use of specific activities in the group. I say that the word</p> <p>قواعد</p> <p>Is the correct translation"</p> <p>A2 said "okay but I think that even the word</p> <p>قوانين</p> <p>Is acceptable here as well."</p>	
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		<p>A3 said “okay! I think that we do not have time to discuss all the options here. We have to finish translating the first page. Also, I think the word</p> <p style="text-align: right;">قوانين</p> <p>Means laws in English which makes it more suitable for a legal text”</p> <p>A2 raised her eyebrows and said “okay, I was just trying to understand why we chose the word</p> <p style="text-align: right;">قواعد</p> <p>Instead of</p> <p style="text-align: right;">قوانين</p> <p>A3 said “okay so the final translation for the title is:</p> <p style="text-align: right;">قواعد استخدام التمارين</p> <p>Now, we have to translate the first paragraph” “let us take 10 minutes and translate this paragraph!”</p> <p>The group said “okay”</p> <p>They took ten minutes to translate the first paragraph in page 58. They were consulting each other while they were translating. A2 was working with A1</p> <p>A3 was reading the text and translating while she was reading.</p> <p>When the group finished A2 said “we finished. Do you want me to read the translation?”</p> <p>A3 said “Okay!”</p> <p>A2 first read the original text:</p> <p>“Exercises are group activities, usually designed to aid learning and awareness. Exercises can be used to</p>	
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		<p>illustrate a concept or demonstrate a specific point, to promote self-awareness, to stimulate thought and discussion, or to train participants in a certain skill. They can also be used to promote cooperation and cohesiveness between group members (team builders), to help participants become better acquainted, or to serve as an energizer or ice breaker to get things started or pick the group up when it is bogged down.”</p> <p>Then she read her translation:</p> <p>التمارين هي مجموعة أنشطة تصمم عادة لدعم التعلم والوعي، يمكن استخدام التمارين لتوضيح مفهوم أو إبراز نقطة معينة من أجل تعزيز الوعي الذاتي، تحفيز النقاش والتفكير، أو تدريب المشاركين على مهارة معينة، ومن الممكن أيضا استخدامهم لتعزيز التعاون والتماسك بين افراد المجموعة وهو ما يعرف ب (بناء الفريق) ومساعدة المشاركين للتعرف إلى بعضهم البعض، أو تعمل كمنشط او كاسر للجمود لتشجع البدء بالعمل أو تحسين عمل المجموعة عندما.....</p> <p>Then she stopped and said “I did not translate the last phrasal verb because I did not know how to translate it”</p> <p>A3 said “which phrasal verb?” A2 said “bogged down. I did not find it in the glossary”</p> <p>A3 said “okay your translation is very good. But there are missing conjunctions such as the conjunction (أو) you need to add them between the options the author mentions because in Arabic you have to separate each option with (أو).</p> <p>A5 said “I looked up bogged down from the dictionary (free dictionary) online: it means to get stuck, which means in Arabic it can be translated as:</p> <p>أو تحسين عمل المجموعة عندما تكون عالقة.</p> <p>A said “Yes I think this translation makes sense, Now add the conjunctions as I explained and write down in your notebook and we have to translate the next text.”</p> <p>I finished observing the group at this point.</p>	
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Memos:

<p>Leadership</p> <p>Initiating action</p> <p>Assigning duties</p> <p>Gender issues</p> <p>Academic level issues</p> <p>Giving advice</p> <p>Accepting advice</p> <p>Prioritizing</p> <p>Imposing opinion and choices</p> <p>The need to improve L2</p> <p>Following instructions</p> <p>Nonverbal communication</p>	<p>Searching for meaning</p> <p>Using dictionaries</p> <p>Understanding context</p> <p>Sharing experience</p> <p>Peer teaching</p> <p>Active listening</p> <p>Being organised</p>
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Collaborative Translation observation checklist

Date:19/04/2018

Time: 9:00

observation duration: 30 minutes

Class: TRA 230

Group: B

Group members: p1, B2, B3, B34, B5

Time	Expected behaviours		Emerging behaviours
9: 20-9:45	<p>Collaborative Social behaviours</p> <p>Greeting</p> <p>Disagreement</p> <p>Disrespecting others opinion</p> <p>Commitment</p> <p>Being late</p> <p>Blaming each other</p> <p>Assigning duties</p> <p>Volunteering</p> <p>Asking for opinion</p> <p>Asking for explanation</p> <p>Agreement/disagreement</p> <p>Nonverbal communication</p> <p>Poor communication</p> <p>Poor management</p> <p>Long argument</p> <p>Collaborative translation behaviours</p> <p>Reading</p>	<p>The project manager is the first one to arrive. He sat down and took out a copy of the original text and a copy of the translation the group finished last time and placed them on the table. Then he started reading the translation. He looked at his watch. After two minutes B2 arrived and said “al salam aleekum” and sat down. She took out a copy of the original text and translation out of her bag and placed them on the table in front of her. The project manager looked at his watch for the second time and said “B3, B4, B5 are late”B2 said “I think they are on their way to the class”. After five minutes the three members of the group arrived, they were talking to each other and laughing. The project manager was looking at them. B4 noticed that the project manager was looking at them, so she stopped talking and sat down. B3 and B5 did the same they stopped talking and sat down. Then the three members took out a copy of the original and a copy of the translation that they finished last time and placed them on the table Infront of them.</p> <p>The group finished translating one-page last time. They are supposed to finish translating pages 62,63 today.</p> <p>The project manager looked at the group and said “we only finished translating one-page last time, we need to work harder today in order to finish the task on time and to keep up with other groups”</p> <p>Student B4 was talking to B3 while the project manager was talking.</p>	<p>Difficulty of reaching a decision</p> <p>In ability to solve conflicts</p> <p>Being aware of the consequences of being late</p> <p>Asking for the group support in order to finish the task</p>

	<p>Worried about the time.</p> <p>Spotting mistakes</p> <p>Justifying choices</p> <p>Disagreement</p> <p>Collaborative learning-related behaviours</p> <p>Lack of students' engagement</p> <p>Lack of participation.</p>	<p>The project manager noticed that and said “please! pay attention, we do not have that much of time. If we are late this time, we have to do two tasks at the same time. You know that and you promised last time to help us put our differences aside and work hard to finish the task together”</p> <p>B4 said “okay! We are ready to finish the task today”</p> <p>The project manager asked the group who wants to read the original text first . The group were silent, and no one showed his interest to read. The project manager said “okay, B2 read point number 1 (facilitating films) and the first sentence that follows the title, and the rest of the group, please think of a translation and write it down on your notebook.”</p> <p>B2 started reading the original text. When she finished. She asked the project manager if he wants her to translate the title and the first sentence. The project manager said “No, I want someone else to translate this sentence, because I want each one in the group to participate.”</p> <p>Then he asked the group who wants to translate the title and the first sentence.</p> <p>Student B3 said “I want to translate” then she started reading her translation.</p> <p style="text-align: right;">تيسير الأفلام</p> <p style="text-align: center;">إذا استخدمت بشكل جيد فإن الأفلام أدوات تعليمية مفيدة.</p> <p>When she finished the translation, she asked “what do you think” she was talking to the group.</p> <p>The project manager said “I think this translation is okay, who wants to translate the second sentence”</p>	
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		<p>Student B4 interrupted and said “if I read this title in Arabic, I won’t understand it completely”</p> <p>The project manager asked, “what do you mean?”</p> <p>Student B4 said “I would add</p> <p style="text-align: right;">تيسير مشاهدة الأفلام</p> <p>The word</p> <p style="text-align: right;">مشاهدة</p> <p>Which means “watching” in Arabic to complete the meaning. without this word there is something missing. That is what I think.”</p> <p>The project manager read the title with the addition suggested by B4 and said “No, I do not think we need to add this word, the title in English does not have this word.”</p> <p>B4 said “read the title again and the following sentence, the author is talking about facilitating watching appropriate movies”</p> <p>The project manager said “No, I still do not think we have to add this word, the meaning is complete and understandable”</p> <p>B4 said “But when I read</p> <p style="text-align: right;">تيسير الأفلام</p> <p>I would think that the author means to facilitate making films or something like that, but when I add the word مشاهدةthe meaning is clearer, also the sentence after this title needs rearrangement, I would translate it as</p>	
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		<p>الأفلام أدوات تعليمية قيمة إذا ما استخدمت بالشكل الصحيح.</p> <p>B3 and B5 agreed with B4. B5 said “she is right “</p> <p>The project manager said “I still think that we do not need to add this word, leave it as B2 suggested and then when we are going to revise the text at the end of the class, we will see if this sentence needs corrections”</p> <p>Student B4 frowned. B3, B2, B5 were looking at her.</p> <p>The project manager asked the group who wants to translate the second sentence. The group were silent for the second time.</p> <p>The project manager said “please! We need to finish as soon as possible; this is not working!”</p> <p>B4 said “I want to translate the next sentence” the project manager said “okay!”</p> <p>B4 said “first, the pronoun “they “in the second sentence talks about the group facilitator, so in this case in Arabic I am going to use the noun not the pronoun here in order not to confuse the reader:</p> <p>بإمكان الميسرون أن يقدموا معلومات مرئية في هذه المناطق التي لا يكفي فيها مجرد الوصف اللفظي.</p> <p>When B4 finished reading her translation, the project manager said “you made a huge translation mistake here”</p> <p>B4 said “where?” the project manager said “the word “areas” here is not:</p> <p>مناطق</p> <p>You should have translated as:</p>	
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		<p style="text-align: right;">مجالات</p> <p>And there is no need to add the pronoun</p> <p style="text-align: right;">هذه</p> <p>B4 said “will! This is not a huge mistake. Okay you are right I think the translation you suggested is correct., but I think at least I provided a well-structured sentence in Arabic.”</p> <p>The project manager said “okay! But you did not translate all the words correctly”</p> <p>The group were looking at both B4 and the project manager.</p> <p>Student B5 intervened and said “you both wasted a lot of time arguing so please let us finish the task. Group A and group C finished their tasks and they are ready for the big group revision. The members of the two groups look so happy and they are enjoying working together. We are the only group that argue all the time and we are not happy. The class will finish soon, and we did not finish the task yet”</p> <p>The project manager said “it is not my fault. I am trying my best to help you all, but you are not helping me”</p> <p>B4 said “if you are not happy with my translation, you have to explain why and give good reasons”</p> <p>The project manager said, “I am trying to do that, but you do not give me the chance” then he said “I am going to ask the other groups for extra time.”</p> <p>B4 said “there is no need for that, we still have time, we do not want to do two tasks at the same time like last time. The other groups will criticize us. We can finish next Sunday before the</p>	
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		<p>groups gather to check the translations for the last time before they submit it to the reviewer group”</p> <p>The project manager then said “in order to do that , you have to help me finish the task. The class is almost over, so we have to finish this task on Sunday”</p> <p>B4 “the quality of the translation is really important. The most important thing is to provide an acceptable translation. It is not only important to meet deadlines.”</p> <p>The project manager then said “ okay ! I understand, but you have to help me next time to finish as soon as possible”</p> <p>The group made themselves ready for the break. B4 , B5 and B3 were talking to each other. B4 was trying to explain to them what happened. They agreed with her that the project manager does not respect their opinion.</p>	
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Memos:

<p>Greeting</p> <p>Agreement</p> <p>Disagreement</p> <p>Asking for opinion</p> <p>Asking for explanation</p> <p>Justifying choices</p> <p>Commitment to the goal of the group</p> <p>Lack of interest in the group</p> <p>Being late worried about the times</p> <p>Lack of student's engagement</p> <p>Poor management</p> <p>Seeking participants support</p> <p>Blaming each other</p> <p>Assigning duties</p> <p>Poor communication</p>	<p>Volunteering</p> <p>Non-verbal communication</p> <p>Spotting mistakes</p> <p>Correcting mistakes</p> <p>Difficulty of reaching a decision</p> <p>Worried about the time</p> <p>Reading</p> <p>Long argument</p>
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Collaborative Translation observation checklist

Date:19/04/2018

Time: 9:00

observation duration: 30 minutes

Class: TRA 230

Group: big group

Group members: group C and group A

Time	Expected behaviours		Emerging behaviours
9:00-9:50	<p>Collaborative Social behaviours</p> <p>Working together</p> <p>Initiating action</p> <p>Group agreement</p> <p>Leadership qualities</p> <p>Assigning duties</p> <p>Comparing the original text with the translation</p> <p>seeking the groups' opinion</p> <p>engaging the group members in the decision</p> <p>volunteering</p> <p>acknowledging the group hard work</p> <p>group punishment</p> <p>accepting punishment /taking responsibilities</p> <p>group decisio</p> <p>Collaborative translation behaviour</p> <p>Prioritizing</p>	<p>Group B and Group A finished their translation tasks for this week. Both groups' members sat together in order to check their translation for the last time before they submit it to the reviewer group. Group B were late this week and they did not finish their translation yet.</p> <p>Group A project manager said "I think that we have to start the revision process without group B"</p> <p>Group C project manager "Yes, let us do that, and while we are revising the translation, they might finish their translation"</p> <p>the two groups started the revision process. they started revising group A's translation.</p> <p>Group A project manager said "first, does everyone has a copy of the translation and the original text"</p> <p>The members of both groups said "yes we all have a copy"</p> <p>Group A project manager then said "A3 can you read the original text and then the translation.</p> <p>A3 from group A said "Okay"</p> <p>A3 read the first page of the original text page 58. The members of the two groups started to compare between the original and the translation as usual.</p>	<p>Group punishment</p> <p>Repeating the same punishment</p> <p>Asking group B to translate two tasks at the same time</p>

	<p>Group Revision</p> <p>Spelling mistakes</p> <p>Punctuation mistakes</p> <p>creating a routine</p> <p>making sure that translation is accurate</p> <p>late from submitting the task</p> <p>asking for extra time</p> <p>reading as part of the translation process</p> <p>accuracy</p> <p>asking for solution</p> <p>spotting mistakes</p> <p>suggesting a solution</p> <p>justifying choices</p> <p>reaching a decision</p> <p>asking the group to spot their translation mistakes</p> <p>Late from deadline</p> <p>Collaborative learning-related behaviour</p> <p>Active listening</p> <p>following instructions</p>	<p>They found a number of spelling and punctuation mistakes. They underlined these mistakes and then C3 suggested that she can read each mistake loud and correct these mistakes. The rest of the group’s members were listening to the corrections. When C3 finished reading and correcting the spelling and punctuation mistakes, group A project manager said “are you all happy with this translation any more suggestions or corrections” the members were all happy. The project manager then said “let us then move to the next page,” two students wanted to read the next page C2 and A4 but group C project manager said “ it is our turn, C2 please read” C2 started reading. The group were underling mistakes while she was reading. When she finished reading the project manager asked the same question.</p> <p>C3 raised her hand and asked one question “you translated “carried away as:</p> <p style="text-align: right;">استرسال</p> <p>And I think this is not accurate, because this word in Arabic means “continue” and carried away in English means: get excited”</p> <p>Group A project manager said “so what do you suggest here”</p> <p>C3 said “I suggest replacing it with</p> <p style="text-align: right;">يتحمس</p> <p>Because it has almost the same meaning as the English word. Group A project manager read the sentence again and said “okay I think you are right, so please correct this mistake” he</p>	
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	<p>being organised</p> <p>participation</p> <p>student’s engagement</p> <p>group cooperation</p>	<p>was talking to all the members. The members did that and corrected this mistake.</p> <p>Group A project manager then asked again the members if there are more mistakes. The members said there are no mistakes in this page.</p> <p>Then A2 volunteered to read the third page. When she finished reading. A3 said “I think point number E needs some corrections, there is something wrong with the beginning of this translation it does not sound natural in Arabic”</p> <p>The project manager said, “where are the mistakes?”</p> <p>A3 read the translation</p> <p>ج- وبمجرد القيام بالتمرين، من المهم مباشرة تطبيقه بالتجربة العملية وهذا يعني تحليل ما حدث، ومعرفة ما يعنيه، وكيف أن هذا المعنى يمكن ليكون التمرين مفيدا، يجب أن يكون تطبيقه في مواقف الحياة الحقيقية؟ الناس قادرين على ربطه بواقع حياتهم اليومية</p> <p>And then she said “I would change some sentences here in order to make sense and create longer sentences instead of short ones.</p> <p>بمجرد القيام بالتمرين فمن المهم فهم الخبرة التي استخلصت من التمرين وهذا يعني تحليل ما حدث ومعرفة معنى ما حدث وكيف لهذا المعنى ان يطبق في مواقف الحياة الحقيقية، ولكي يكون التمرين مفيدا، يجب أن يكون الناس قادرين على ربطه بواقع حياتهم اليومية.</p> <p>Group A project manager wrote A3’s translation while she was reading it and then he read it again and then he compared it with the original. Then he said “I agree, your translation is clearer and makes more sense, I will read it again and please correct it in your notebooks” he was talking to all the members.</p> <p>Then he asked “does this page need more corrections”</p> <p>The members said “no”</p>	
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		<p>Group A project manager said “let us read group C’s translation, but remember that group B did not finish their translation yet, so it is very hard now to link the ideas together”</p> <p>Group C project manager suggested to check the text for mistakes first and when group B finishes their translation, they will revise their chunk and check the translation again before they submit it to the reviewer groups.</p> <p>Then Group C project manager volunteered to read the first page of her group translation. She first read the title of point number B which is (nominal group technique) and said:</p> <p>تقنية المجموعة الاسمية</p> <p>Then she said “I know this translation sounds literal but we (her group) searched this translation online and we found that there are many books in Arabic talk about this technique and they translated it literally as we did : one of the books that talks about it in Arabic is :</p> <p>التخطيط الاستراتيجي الناجح</p> <p>Also, the translation of “Brain storming” is العصف الذهني</p> <p>I think we all know this translation. She read the rest of the translation. When she finished reading the first page. She asked the members if they spotted any mistakes. Group A project manager was reading group C translation. The members read the translation and compare it with original. Group A project manager said, “I think there are no mistakes in this page and well done! your translation is very good”. Group C project manager said “thank you, we worked very hard to reach this level and I have to thank my lovely group”</p>	
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		<p>Group C project manager continued reading through page the translation of page 65 and 66 quickly, because the class was almost over.</p> <p>Then she asked the members if they spotted any mistakes. The members were reading the translation and A3 said “your translation looks okay at the moment there are no major mistakes, but we have to revise it again when group B finish their translation in order to create coherence between the three translations. The group made them selves ready for the break, but before they go, group A project manager asked group B if they finished their task. Group B project manager said “no we did not, and I think that we need one day extra to finish the task” group A and group C project managers and the members of both groups decided that Group B should do two tasks next week as a punishment and not to submit the translation to the reviewer group this week.</p>	
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Memos:

Collaborating	Accuracy
Agreement	Spelling mistakes
Leadership	Punctuation mistakes
Assigning duties	Following instructions
Seeking opinion	Groups cooperation
Student's engagement	Students engagement
Participation	Being organised
Volunteering	Active listening
Acknowledging members contribution and hard work	Initiating action
Punishment	Suggesting solutions
Taking responsibilities	Justifying choices
Decision making	Accepting punishment
Reaching decision	Being late
Prioritizing	Reading
Revision	Asking for solutions
	Spotting mistakes

Collaborative Translation observation checklist

Date: 22/4/2018

Time:

observation duration: 20 minutes

Class: TRA 230

Group: A

Group members: p1, A2, A3, A4, A5

Time	Expected behaviours		Emerging behaviours
9:00-9:20	<p>Collaborative Social behaviours</p> <p>Group discussion</p> <p>Being polite</p> <p>Liking working in group</p> <p>Initiating action / leadership qualities</p> <p>Group decision</p> <p>Collaborative translation behaviours</p> <p>Suggesting different translation for the same sentence or passage</p> <p>Justifying options</p> <p>Asking for opinion</p> <p>Learning new skills and exploring skills related to workplace</p> <p>Being organised</p> <p>Asking for explanation</p> <p>Translation studies jargon/ accurate.</p> <p>Reading</p> <p>Spotting mistakes</p> <p>Translating tenses</p>	<p>When I started observing group A, I noticed that the group were talking to each other. The project manager has a dictionary in his hand and pointing at a word in the dictionary. He was talking to A2 and explaining to her how to find the appropriate meaning.</p> <p>A3 was talking to A4 and A5. They were talking about the translation they produced last time.</p> <p>A3 said “I think we did a very good job, we finished translating many pages”</p> <p>A4 and A5 said “yes we did a very good job”</p> <p>A4 said “Yes, when we first started this project, I thought it is going to be very difficult for me to work with other people to translate the same text. I did not like the idea at the beginning because I prefer to work alone, but it seems that working with other people is a lot of fun. I have learned a lot from working with you.”</p> <p>A5 said “I agree , do you know something, I did not know that translators work in teams in the translation workplace, but when the teacher told us how many translation companies hire translators and they expect them to work in teams. I was surprised.”</p> <p>A3 said “Will, I know this fact because my brother works in a translation company in UAE and he has to work with many translators and reviewers to translate the same text. Actually, he does not like working with</p>	<p>Because A3 is absent today, competition among the members is mild.</p> <p>The group respects the project manager’s judgment and options because of his high academic record.</p>

	<p>Collaborative learning -related behaviours</p> <p>Feeling of achievement</p> <p>Peer teaching</p> <p>Working in pairs</p> <p>engagement/ eager to participate and Following instructions</p>	<p>others, but it is part of his job to work with the team, they argue a lot. “</p> <p>A5 said “it is funny, we argue all the time in this group”</p> <p>A3, A4 and A5 were laughing.</p> <p>Then the project manager said “okay! Shall we start”</p> <p>The group prepared themselves to start the translation.</p> <p>The project manager then said “which pages do we have to do this week”</p> <p>A3 said “pages 67,68,69 “</p> <p>The project manager said “thank you”</p> <p>Then he said, “who wants to read the first page?”</p> <p>Both A2 and A5 wanted to read.</p> <p>The project manager chose A5 to read. A5 read the first page quickly.</p> <p>The project manager said “thank you”</p> <p>The project manager then said, “let us start the translation process unless you have a question before we start.”</p> <p>The group did not have questions.</p> <p>The project manager said “so the first thing we have to do is to translate point number “IV conflict resolution” any suggestions”</p> <p>A3 said “I translated this title as:</p> <p style="text-align: right;">حل الصراع</p> <p>The project manager said “okay, do you have another translation”</p>	
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		<p>A4 said “ I translated as :</p> <p style="text-align: right;">حل أو تسوية النزاع</p> <p>In reverse context dictionary, I noticed that they changed the word conflict from singular in English into plural In Arabic:</p> <p style="text-align: right;">حل او تسوية النزاعات</p> <p>The project manager said “Yes, I noticed that too. I would use the plural form. This collocation in English usually comes in the singular form and suggests a group of actions to solve many problems and I think it is used in the plural form in Arabic to confirm that there are more than one activity involved for different types of conflict.”</p> <p>A3 “I am not sure that is why they use the plural form in Arabic “</p> <p>The project manager said “do you know why it is used this way in Arabic”</p> <p>A3 “I do not know, but I think there is a good reason for that”</p> <p>The project manager said “okay, let us use the plural form because it is widely used this way in Arabic as you noticed in reverso context dictionary”</p> <p>A4 said “so, what is the final translation for this title “</p> <p>The project manager said “I suggest</p> <p style="text-align: right;">تسوية الصراعات</p> <p>A3 said “okay and why not</p> <p style="text-align: right;">حل الصراعات</p>	
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		<p>The project manager said “the word حل and تسوية are synonyms but the later means: finding a solution or compromise in order to solve a conflict between two parties. I believe that this word in Arabic has almost the same meaning as the word resolution in English. What do you think?”</p> <p>A3 said “Maybe you are right, but my translation is not wrong”</p> <p>The project manager said “I did not say that, but I think other translation is more accurate”</p> <p>Then the project manager then said “let us translate the first paragraph. I will give you five minutes to think of a translation”</p> <p>The group started translating the first paragraph that talks of conflict resolution. A3 , A4 , A5 were working together and A2 was working with the project manager.</p> <p>After five minutes the group were ready to translate the paragraph.</p> <p>The project manager said “any suggestions”</p> <p>A4 said “This is just a suggestion it is not perfect” then she started to read her translation:</p> <p>الصراع جزء من سير عمل أي مجموعة مالم يتفق الجميع على كل شيء طوال الوقت وهو امر صعب الحدوث. إن الصراع امر مهم في تطور وديناميكية معظم العلاقات يجب التعامل مع هذا الامر على انه شيء اعتيادي و طبيعي بل على انه أيضا مفيد، لأن من الممكن ان يجبر المجموعة على أن تكون أكثر وعيا بالطرق التي تعمل بها و بالتالي تشجع التغيير و النمو.</p>	
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		<p>When A4 finished reading, the project manager said “Thank you, but you have some mistakes”</p> <p>A 4 said “okay!”</p> <p>A5 said “where are these mistakes”</p> <p>The project manager said “you mistranslated part of this sentence:</p> <p>“Conflict is a necessary and creative dynamic in most relationships; it should be treated as something usual and natural, even useful, since it can force a group to become more aware of the ways in which it works, and thus encourage change and growth”</p> <p>When you translated <u>‘Conflict ‘is a ‘necessary’ and creative dynamic in most relationships.</u> Here you should describe conflict as necessary, creative dynamic in Arabic. I am not sure how you translated this sentence in Arabic but these adjectives in Arabic were not describing the word conflict they were describing the word relationships”</p> <p>A4 read the original sentences and then said “ I am not sure what is this translation but I think you are right”</p> <p>The project manager then said “did you notice that the original sentence is in the future form and your translation is in the present form. I would change it into the future in Arabic by adding</p> <p style="text-align: right;">سيكون</p> <p>So, the meaning of the sentence should not be changed”</p> <p>A4 said “Okay, I agree with you”</p> <p>The group continued the translation process. At this point I stopped observing them.</p>	
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Memos

<p>Discussing Being polit Initiation action Suggesting different translation for the same passage. Respect Justifying options Asking for opinion Being organised Being polit Reading Spotting mistakes Translating tenses Learning new skills and exploring skills related to workplace</p>	<p>Asking for explanation accurate. Reading Translating tenses Feeling of achievement Peer teaching Working in pairs engagement/ eager to participate and Following instructions Dividing work among the group</p>
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Collaborative Translation observation checklist

Date:24/04/2018

Time: 9:00

observation duration: 30 minutes

Class: TRA 230

Group: C

Group members: p1, C2, C3, C4, C5

Time	Expected behaviours		Emerging behaviours
9:00-9:20	<p>Collaborative Social behaviours</p> <p>Leadership qualities</p> <p>Being polit</p> <p>Greeting</p> <p>Being polit</p> <p>Respecting the project manager</p> <p>Initiating action</p> <p>Assigning duties</p> <p>Giving advice</p> <p>Accepting advice</p> <p>Compliment</p> <p>Sharing experience</p> <p>Shy to participate</p> <p>Collaborative translation behaviours</p> <p>Suggesting translation</p> <p>Following instructions</p> <p>Singular/plural form</p> <p>Not sure about translation choices</p>	<p>Group C project manager was late today for the first time since the beginning of the project. C2, C3 , C4 and C5 were present. They were waiting for the project manager to arrive. They were talking to each other. C2 said “ shall we start or we should wait for the project manager” C5 said “ she is never late, I hope she is okay” C3 said “ I do not want to start the task without her” The members all agree that they are going to wait for the project manager in order to start the task.</p> <p>After 5 minutes the project manager arrived, she said “Al salam Aleekum, I am sorry for being late, the weather is extremely hot, and the traffic is very bad today”</p> <p>C5 asked the project manager “we were worried about you because you are never late or absent, we thought that you are sick or something”</p> <p>The project manager said “thank you, no it is just the traffic. Why you did not start the task without me?”</p> <p>C3 said “No, we preferred to wait for you”</p> <p>The project manager said “okay, give me one minute to make myself ready”</p> <p>The group said, “take your time” and they prepared the task for this week.</p> <p>This week’s task is translating pages 73,74and 75</p> <p>In the previous class they translated pages 73,74 and they have to translate one page today.</p>	<p>Students reliance on the project manager.</p> <p>The project manager shows excellent, leadership qualities and management and this created a friendly atmosphere.</p> <p>Productivity due to excellent management</p>

	<p>Spotting mistakes</p> <p>Using dictionaries</p> <p>Searching for meaning</p> <p>Understanding context</p> <p>Reading</p> <p>Time</p> <p>Formal Arabic</p> <p>Everyday Arabic</p> <p>Collaborative learning-related behaviours</p> <p>Motivating</p> <p>Being organised</p> <p>Active listening</p> <p>Excellent L1 skills</p>	<p>C3 said “are you ready” she was talking to the project manager and the group. Then she said, “I would like to read page 75.”</p> <p>The project manager said “I am ready, please read “</p> <p>C3 started reading the original text. When she finished reading page 73 the project, manager said “please take three minutes and suggest a translation for the title of point number (VII) problem solving) and the first sentence that follows this title.”</p> <p>The group started translating.</p> <p>The project manager said C3 please suggest a translation.</p> <p>C3 said “okay” and she started reading her translation.</p> <p>حل المشكلة</p> <p>حل المشكلة هو أسلوب تعاوني للتعامل مع الصراع الذي من خلاله تحاول الأطراف إيجاد حل يرضي الجميع.</p> <p>When C3 finished. The project manager said, “Thank you C3 that is good, your translation has improved but still this translation is still literal” Then the project manager asked C2 to suggest another translation for the same title and the same sentence.</p> <p>C2 read her translation:</p> <p>حل المشكلات</p> <p>حل المشكلات أسلوب تعاوني للتعامل مع الصراع والذي من خلاله تحاول الأطراف إيجاد حل يرضي الجميع.</p> <p>The project manager said, “thank you C2 but it is pretty much the same translation, you did not change anything except the word problem you changed it from singular to plural.”</p> <p>C2 said “I don’t think there is another way for translating this sentence” the project manager smiled “I think your translation and C3 are acceptable, but why you changed</p>	
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		<p>the word “ problem” from singular in English into plural in Arabic. C2 said “I always hear this translation in the news, they do not say problem in Arabic, but they say the skill of Problems solving”.</p> <p>The project manager said “I think you are right, what do you think” she was talking to the group. The group agreed with C2. Then the project manager said “okay then write this translation and let us translate the next sentence. Take three minutes to do that”</p> <p>The group started translating the second sentence in the same manner. When they finished. The project manager asked C5 to suggest a translation.</p> <p>C5 read her translation.</p> <p>حل المشكلات عملية قيمة عندما يكون عندك الوقت وعندما يكون الأفراد المعنويون ملتزمون بدرجة عالية بها، وحتى عندما يصعب إيجاد حل مثالي والذي يتيح للجميع الحصول على ما يريدون، مهارة حل المشكلات عادة ما تفضي إلى أفضل حل مرض.</p> <p>When C5 finished. The project manager said while she was smiling “did you notice that you translated two sentences at the same time”</p> <p>C5 said “ز”.</p> <p>The project manager said “Please. re-read your translation”</p> <p>C5 re-read her translation and when she finished C3 said “I think your translation is very good, I like the way that you linked the two sentences together, and I like that you used formal words in Arabic like</p> <p>يفضي الى</p> <p>Instead of for example</p> <p>يؤدي</p> <p>Your Arabic is very good.”</p>	
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		<p>C5 said “Thank you, my Arabic skills are very good, I got 95/100 in Tawjehee in Arabic, but still because my English skills are not as good as Arabic this does not enable me to translate the text professionally”</p> <p>The project manager said “Yes, I agree this translation is very good. Well done but I think there is no need to add the letter و between المثالي و الذي”</p> <p>C2 said “I have one problem when I translate from English into Arabic, I mix between colloquial Arabic and formal (modern standard Arabic) and when I read my translation, I feel it is weak and it does not sound formal. I do not know how to fix my sentences in Arabic”</p> <p>C5 said “I think reading well-written books in both Arabic and English helps you improve your skills. I love to read Arabic poetry and Arabic novels”</p> <p>The project manager then said “Yes I agree, okay, again please write this translation in your notebooks. Let us translate the next sentence C4 please suggest a translation”</p> <p>C4 said “I am not ready to read my translation, can someone else translate this sentence”</p> <p>The project manager said “okay, do you need more time”</p> <p>C4 said “No, but I am shy to read my translation, it is not as good as the rest of the group”</p> <p>The project manager said “It is okay, I think we all want to hear your translation and it is okay if it is full of mistakes. We want to learn from correcting these mistakes. Do not worry nobody will criticise you. You are still in the second year; you will learn how to spot your mistakes and correct them. This is how we all learn and improved our skills.”</p> <p>C4 “okay”</p>	
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		<p>C4 started to read her translation:</p> <p>سنركز هنا على ما يمكنك القيام به لجعل حل المشكلات أسهل وأكثر احتمالا للعمل بها.</p> <p>the project manager then said “well done. This translation is good. Please write it down in the notebook”</p> <p>C4 smiled.</p> <p>the group wrote this translation down on the notebook as directed.</p> <p>I stopped observing the class at this point.</p>	
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Memos

Leadership quality	Suggesting translation
Initiating action	Singular / plural between English and Arabic
Assigning duties	Motivating
Giving advice	Being organised
Accepting advice	Active listening
Following instructions	Excellent L1 skills
Nonverbal communication	Formal and every day Arabic
Being polite	Time
Being shy to participate	
Uncertain about an answer	
Greeting	
Respecting	
Compliment	

Collaborative Translation observation checklist

Date: 26/04/2018

Time: 9:00

observation duration: 20 minutes

Class: TRA 230

Group: B

Group members: P1, B2, B3, B4, B5

Time	Expected behaviours		Emerging behaviours
<p>9:00-9:20</p>	<p>Collaborative Social behaviours</p> <p>Penalized for being late</p> <p>Discussion</p> <p>Asking and answering questions</p> <p>Worried about time</p> <p>Compromise</p> <p>Being late</p> <p>Argument</p> <p>Ignoring each other</p> <p>Disrespect</p> <p>Collaborative translation behaviour</p> <p>Being organised</p>	<p>Group B did two tasks at the same time and finished translating the first task during the previous class. They also grouped with the other groups and did a quick revision to their translation and submitted the final translation to the reviewers' group.</p> <p>Today, the group is going to finish the second task.</p> <p>The group are all present today. B2 is helping the project manager with preparing the task for this week. the group translated the first page of this week's task, they were not able to translate the second page because they had to submit the first task.</p> <p>B4 and B3 they were talking to each other. The other members of the group were asking the project manager a question about the previous task.</p> <p>When the project manager noticed that the class has started, he said "we have a lot of things to do, so let us start"</p> <p>B4 and B3 were talking to each other. B4 said quietly "when is this project going to finish?" B3 smiled.</p> <p>The project manager asked B2 to read the second page of this week's task page number 71.</p>	<p>Because of poor management and long argument students in this group, especially B4 and B3 felt bored. B4 wanted to finish the task as quickly as possible</p> <p>The project manager ignored B4 many times.</p> <p>The project manager poor management has great impact on the group's relationship with the project managers and the other members in the group.</p> <p>Competition</p> <p>Male</p> <p>Female issues</p>

	<p>The project manager did not check the translation proposed by the group members.</p> <p>He did not consult the group regarding creating a translation draft.</p> <p>Giving instructions</p> <p>Poor communication</p> <p>Unhappy group members</p> <p>Solo-decision making</p> <p>Poor management</p> <p>Collaborative learning -related behaviour</p> <p>engagement</p>	<p>She read it quickly then he asked the group to take five minutes to translate the long sentence in this page. The group started the translation process.</p> <p>After five minutes, B4 said “I finished, can I read my translation”</p> <p>The project manager said “did you all finish”</p> <p>B3 said “give us more time, please”</p> <p>The project manager then said “okay! One more minute”</p> <p>After one minute, the group said “okay! We are ready”</p> <p>B4 said “I want to translate this sentence “</p> <p>The project manager said “okay”</p> <p>B4 started reading her translation.</p> <p>قد تشمل الأساليب التي يمكنك استخدامها لتشجيع المشاركين على تغيير أسلوبهم في سلوك الصراع، إعطاء المجموعة ملاحظات مباشرة حول أسلوبهم وذلك من خلال وصفك لهم كيفية تفهمك للموقف من وجهة نظرك وربما من المفيد أيضا ان تقدم اقتراحات حول كيفية التعامل مع الصراع بشكل مختلف.</p> <p>When B4 finished, the project manager said, “write this translation down in your notebook, please.” He was talking to the group.</p> <p>B4 then said “don’t you want to check this translation for mistakes and if it needs corrections”</p> <p>The project manager said “no, not now, we are going to create first a draft and then we are going to check the whole text for mistakes later, this way is faster.”</p> <p>B4 then said “okay!”</p>	
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		<p>The project manager then asked the group to translate the next sentence. He gives them three minutes to do that because the sentence is shorter than the previous one.</p> <p>After three minutes the group were ready to suggest a translation.</p> <p>B2 said “I want to read my translation:</p> <p>أو قد ترغب في تقديم المزيد من الملاحظات غير المباشرة، على سبيل المثال، من الممكن ان تسأل بعض أعضاء المجموعة الذين لم يكونوا طرفاً في النزاع عن رأيهم حول الموقف.</p> <p>The project manager said “write it down in your notebook” the group did that.</p> <p>I stopped observing the group at this point, but I noticed that they repeated this process in the same manner until they finished the second page and then they started translating the text in the same manner. The process took them 50 minutes. They did not join the other groups (A and C) to check their final translation instead when they finish translating the text ,they immediately submitted to the reviewer group in order to save time.</p>	
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Memos:

Punishment	Male/female issues
Poor management	Academic level issues
Poor communication	
Solo-decision management	
Ignoring the other group members	
Discussion	
Asking and answering questions	
Worried about time	
Compromise	
Being late	
Argument	
Ignoring each other	
Disrespect	

Collaborative Translation observation checklist

Date: 29 / 4 / 2018

Time: 9:00

observation duration: 20 minutes

Class: TRA 230

Group: A

Group member: p1, A2, A3, A5

Time	Expected behaviours		Emerging behaviours
	<p>Collaborative Social behaviours</p> <ul style="list-style-type: none"> Teamworking Consulting each other Being polit / asking for permission Convincing Helping other members in the group Respect each other opinion Cooperation Appreciating the group's help and support Repeating the process in the same manner <p>Collaborative translation behaviours</p> <ul style="list-style-type: none"> Eager to finish Looking forward for the reward Reading Recognising translation problems 	<p>The group were all present except A3 who informed the group that she is sick and could not attend the class today. The project manager and the other members were reading through the original text. The project manager said "we have only 8 pages left until we finish, so we have this week and next week only. we are going to finish this project soon"</p> <p>A4 said "I am happy to know that"</p> <p>A2 said "I will have my first final exam on the 17th of May"</p> <p>A5 said "Yes me too. I hate exams."</p> <p>The project manager said "I wish that we have projects like this to do instead of exams"</p> <p>A2 said "yes, I think we learn more from such projects."</p> <p>A4 said "I agree but It is hard work, I feel that I have worked very hard in this project"</p> <p>The project manager said "yes we all did, but it is worth the hard work, I am looking forward to receive my certificate from Common bond. This is will be my first certificate in my CV"</p> <p>A2 said "the good thing is that the project will end before the 16th of May because it is the beginning of Ramadan."</p>	<p>They expressed their satisfaction regarding teamworking.</p> <p>No signs of competition today because A3 is absent.</p>

<p>Giving the group time to suggest a translation</p> <p>Taking time to check translation for mistakes.</p> <p>Literal translation</p> <p>Understandable translation</p> <p>Problem solving</p> <p>Retranslation</p> <p>Testing different meanings</p> <p>Using different types of dictionaries</p> <p>Reflects the same meaning</p> <p>Translation makes sense</p> <p>Collaborative learning related behaviours</p> <p>Being organised</p> <p>Following instruction</p> <p>Thinking critically</p> <p>Giving explanation</p>	<p>A4 said “Yes, but we have learned a lot over the course of this project this semester, I really enjoyed my time working with you”</p> <p>The project manager “despite our differences and argument, I also learned from you. Listen! Let us start this week’s task it is time to start, let us not waste our time”</p> <p>The group prepared the task for this week as usual. They have a copy of the original and they have a notebook.</p> <p>The group are supposed to translate 4 pages this week 76, 77, 78, 79</p> <p>The project manager said “we have to start reading point number 2:</p> <p>“Both parties must perceive a balance in resources”</p> <p>This is a tricky paragraph to translate, okay, I want you to read the title and the whole paragraph beneath it and translate them all in one go”</p> <p>The group started to translate point number 2. They consulted each other and they suggested different meanings and tested these meanings in order to choose the correct one according to the context. After 6 minutes the group was ready to suggest a translation.</p> <p>A2 was talking to A4 and A5. She said “okay, can I read my translation first” A5 and A4 said “okay”</p> <p>A2 started to read her translation:</p> <p>يجب على كلا الطرفين إدراك التوازن في الموارد. إن الموافقة والدعم من أعضاء المجموعة الآخرين، والأمن الشخصي، والتأثير، والشعبية، والمعلومات، والذكاء كلها موارد متاحة لأعضاء المجموعة لتحقيق أهدافهم. في مواقف الصراع، غالباً</p>	
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		<p>ما يستخدمون هذه الموارد بجهودهم للوصول الى أهدافهم. ومن المرجح أن يكون حل المشكلات ناجحًا إذا رأى كلا الطرفين توازنًا في مواردتهما.</p> <p>The project manager and the rest of the group paused for a minute after A2 had finished reading.</p> <p>The project manager asked A2 to give him her notebook in order to read the translation. He then said “your translation still literal, but I think it is understandable in Arabic, except the word “intelligence” you translated it into</p> <p>الذكاء</p> <p>I do not think this translation is correct, because it makes no sense. “Intelligence” if translated here as clever in Arabic has nothing to do with the idea of “information and problem solving” and it is not a resource. There is another way to translate this word, what do you think”</p> <p>The group read again the translation. And A5 said give us more time to retranslate this paragraph”</p> <p>The project manager said “okay and I will help you”</p> <p>A2 said “The paragraph seems easy to translate then you discover that it is really hard”</p> <p>The group retranslated the paragraph and they looked up the word “intelligence” from different dictionaries and resources. The project manager asked A4 and A5 to look up the different meanings of “intelligence” from different dictionaries. Both the project manager and A2 tested each meaning in the paragraph. After testing a couple of meanings, the group agreed on one meaning</p>	
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		<p>which is (information exchange). Then they corrected many grammatical errors that they thought they distorted the meaning. They added different words in order to complete the meaning in Arabic. The project manager was the one who reads the sentence and the group suggest a translation and when he is convinced with the translation, he asks A2 to write down. They also linked the sentences together with the appropriate conjunctions and punctuation marks. then They wrote the final translation on the notebook and deleted the previous translation.</p> <p>The project manager said “let me now read this translation and see if it makes sense in Arabic. Okay”</p> <p>على كلا الطرفين الاخذ بالاعتبار توازن المصادر التي تشمل الموافقة والدعم من أطراف المجموعة الآخرين، والامن الشخصي، والنفوذ، والشعبية، والمعلومات وتبادل المعلومات كلها مصادر متاحة لأعضاء المجموعة لتحقيق أهدافهم، وفي حالات النزاع، من المحتمل أن يقوم كلا الطرفين بتوظيف هذه المصادر في محاولة منهما للوصول الى مبتغاهما، ومن الممكن أن تنجح علمية حل المشاكل إذا ما اعتبر الطرفين توازن هذه المصادر.</p> <p>When the project manager finished reading. A4 said “I think this paragraph makes sense in Arabic now, and it reflects the same idea of the original”</p> <p>A 2 “yes I agree, but without your help, I won’t be able to construct the sentences this way. It is very difficult for me to do that alone”</p> <p>A5 said “Yes, I agree “</p> <p>The group moved to the next paragraph and repeated the process in the same manner.</p> <p>At this point I stopped observing the group.</p>	
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Memos:

Teamworking	Following instruction
Consulting	Thinking critically
Convincing	Giving explanation
Being polit	Literal translation
Helping others	Testing different translation
Cooperation	Problem solving
Respecting	Creating the same message as the original
Repeating	Using dictionary
Satisfaction	
Eager to finish	
Reward	
Reading	
Recognising translation problems	
Being organised	

Collaborative Translation observation checklist

Date: 29 / 4 / 2018

Time: 9:00

observation duration: 20 minutes

Class: TRA 230

Group: A

Group member: p1, A2, A3, A5

Time	Expected behaviours		Emerging behaviours
	<p>Collaborative Social behaviours</p> <p>Teamworking</p> <p>Consulting each other</p> <p>Being polit / asking for permission</p> <p>Convincing</p> <p>Helping other members in the group</p> <p>Respect each other opinion</p> <p>Cooperation</p> <p>Appreciating the group's help and support</p> <p>Repeating the process in the same manner</p> <p>Collaborative translation behaviours</p> <p>Eager to finish</p> <p>Looking forward for the reward</p> <p>Reading</p> <p>Recognising translation problems</p>	<p>The group were all present except A3 who informed the group that she is sick and could not attend the class today. The project manager and the other members were reading through the original text. The project manager said "we have only 8 pages left until we finish, so we have this week and next week only. we are going to finish this project soon"</p> <p>A4 said "I am happy to know that"</p> <p>A2 said "I will have my first final exam on the 17th of May"</p> <p>A5 said "Yes me too. I hate exams."</p> <p>The project manager said "I wish that we have projects like this to do instead of exams"</p> <p>A2 said "yes, I think we learn more from such projects."</p> <p>A4 said "I agree but It is hard work, I feel that I have worked very hard in this project"</p> <p>The project manager said "yes we all did, but it is worth the hard work, I am looking forward to receive my certificate from Common bond. This is will be my first certificate in my CV"</p> <p>A2 said "the good thing is that the project will end before the 16th of May because it is the beginning of Ramadan."</p>	<p>They expressed their satisfaction regarding teamworking.</p> <p>No signs of competition today because A3 is absent.</p>

	<p>Giving the group time to suggest a translation</p> <p>Taking time to check translation for mistakes.</p> <p>Literal translation</p> <p>Understandable translation</p> <p>Problem solving</p> <p>Retranslation</p> <p>Testing different meanings</p> <p>Using different types of dictionaries</p> <p>Reflects the same meaning</p> <p>Translation makes sense</p> <p>Collaborative learning related behaviours</p> <p>Being organised</p> <p>Following instruction</p> <p>Thinking critically</p> <p>Giving explanation</p>	<p>A4 said “Yes, but we have learned a lot over the course of this project this semester, I really enjoyed my time working with you”</p> <p>The project manager “despite our differences and argument, I also learned from you. Listen! Let us start this week’s task it is time to start, let us not waste our time”</p> <p>The group prepared the task for this week as usual. They have a copy of the original and they have a notebook.</p> <p>The group are supposed to translate 4 pages this week 76, 77, 78, 79</p> <p>The project manager said “we have to start reading point number 2:</p> <p>“Both parties must perceive a balance in resources”</p> <p>This is a tricky paragraph to translate, okay, I want you to read the title and the whole paragraph beneath it and translate them all in one go”</p> <p>The group started to translate point number 2. They consulted each other and they suggested different meanings and tested these meanings in order to choose the correct one according to the context. After 6 minutes the group was ready to suggest a translation.</p> <p>A2 was talking to A4 and A5. She said “okay, can I read my translation first” A5 and A4 said “okay”</p> <p>A2 started to read her translation:</p> <p>يجب على كلا الطرفين إدراك التوازن في الموارد. إن الموافقة والدعم من أعضاء المجموعة الآخرين، والأمن الشخصي، والتأثير، والشعبية، والمعلومات، والذكاء كلها موارد متاحة لأعضاء المجموعة لتحقيق أهدافهم. في مواقف الصراع، غالباً</p>	
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		<p>ما يستخدمون هذه الموارد بجهودهم للوصول الى أهدافهم. ومن المرجح أن يكون حل المشكلات ناجحًا إذا رأى كلا الطرفين توازنًا في مواردتهما.</p> <p>The project manager and the rest of the group paused for a minute after A2 had finished reading.</p> <p>The project manager asked A2 to give him her notebook in order to read the translation. He then said “your translation still literal, but I think it is understandable in Arabic, except the word “intelligence” you translated it into</p> <p>الذكاء</p> <p>I do not think this translation is correct, because it makes no sense. “Intelligence” if translated here as clever in Arabic has nothing to do with the idea of “information and problem solving” and it is not a resource. There is another way to translate this word, what do you think”</p> <p>The group read again the translation. And A5 said give us more time to retranslate this paragraph”</p> <p>The project manager said “okay and I will help you”</p> <p>A2 said “The paragraph seems easy to translate then you discover that it is really hard”</p> <p>The group retranslated the paragraph and they looked up the word “intelligence” from different dictionaries and resources. The project manager asked A4 and A5 to look up the different meanings of “intelligence” from different dictionaries. Both the project manager and A2 tested each meaning in the paragraph. After testing a couple of meanings, the group agreed on one meaning</p>	
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		<p>which is (information exchange). Then they corrected many grammatical errors that they thought they distorted the meaning. They added different words in order to complete the meaning in Arabic. The project manager was the one who reads the sentence and the group suggest a translation and when he is convinced with the translation, he asks A2 to write down. They also linked the sentences together with the appropriate conjunctions and punctuation marks. then They wrote the final translation on the notebook and deleted the previous translation.</p> <p>The project manager said “let me now read this translation and see if it makes sense in Arabic. Okay”</p> <p>على كلا الطرفين الاخذ بالاعتبار توازن المصادر التي تشمل الموافقة والدعم من أطراف المجموعة الآخرين، والامن الشخصي، والنفوذ، والشعبية، والمعلومات وتبادل المعلومات كلها مصادر متاحة لأعضاء المجموعة لتحقيق أهدافهم، وفي حالات النزاع، من المحتمل أن يقوم كلا الطرفين بتوظيف هذه المصادر في محاولة منهما للوصول الى مبتغاهما، ومن الممكن أن تنجح علمية حل المشاكل إذا ما اعتبر الطرفين توازن هذه المصادر.</p> <p>When the project manager finished reading. A4 said “I think this paragraph makes sense in Arabic now, and it reflects the same idea of the original”</p> <p>A 2 “yes I agree, but without your help, I won’t be able to construct the sentences this way. It is very difficult for me to do that alone”</p> <p>A5 said “Yes, I agree “</p> <p>The group moved to the next paragraph and repeated the process in the same manner.</p> <p>At this point I stopped observing the group.</p>	
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Memos:

Teamworking	Following instruction
Consulting	Thinking critically
Convincing	Giving explanation
Being polit	Literal translation
Helping others	Testing different translation
Cooperation	Problem solving
Respecting	Creating the same message as the original
Repeating	Using dictionary
Satisfaction	
Eager to finish	
Reward	
Reading	
Recognising translation problems	
Being organised	

Collaborative Translation observation checklist

Date: 3-5-2018

Time: 9:00

observation duration: 30 minutes

Class: TRA 230

Group: C

Group members: p1, C2, C3, C4, C5

Time	Expected behaviours		Emerging behaviours
	<p>Collaborative Social behaviours</p> <p>Group satisfaction</p> <p>Group discussion</p> <p>Asking / answering questions</p> <p>Commitment and dedication</p> <p>Consulting</p> <p>Cooperation</p> <p>Laughing</p> <p>Motivation</p> <p>Support</p> <p>Accepting criticism</p> <p>Praising</p> <p>Asking for opinion</p> <p>Agreement / disagreement</p> <p>Being polite</p> <p>Collaborative translation behaviour</p> <p>Assigning duties</p>	<p>The group were talking to each other when I started observing them.</p> <p>The project manager said “Okay, so we finished translating pages 82,83 last time. Today, our plan is to translate the last page and do a quick review to the whole translation so on Sunday we do not have to do that, what do you think?”</p> <p>The group were happy about this idea.</p> <p>The project manager then said “okay, read through the previous pages (82, 83) translation in order to link the ideas with the new translation”</p> <p>The group started reading. When they finished, the project manager asked them to read the original text page 84. When they finished, she asked the group if they have questions before they start the translation process. She said “C5 will help you in searching for the words that you do not know their meanings in order to save time”</p> <p>The group started the translation process as usual. This time while they were translating, they asked C5 different questions about the meanings of certain words.</p> <p>C5 used online dictionaries and tried her best to find the appropriate meaning.</p> <p>The project manager watched each member of the group working and she made sure that they are doing their task.</p>	<p>Friendly,</p> <p>Very organised,</p> <p>Supportive and caring project manager</p> <p>The group respect the project manager</p>

	<p>Linking ideas together</p> <p>Searching for meaning</p> <p>Appropriate meaning</p> <p>Excellent management</p> <p>Using dictionaries</p> <p>Similar spelling words</p> <p>Recognising mistakes</p> <p>Correcting mistakes</p> <p>Delete</p> <p>Conditional clause</p> <p>Collaborative learning related behaviour</p> <p>Being organised</p> <p>Making the best use of time</p> <p>Students engagement/eager to participate and to shar their translation</p>	<p>I noticed that she asks each student if they need help or if they are stuck.</p> <p>The group while they were translating, they were consulting each other. When they propose a funny translation that does not make sense, they all laugh at it.</p> <p>Page 84 begins with Chapter 6 title which is: “what can go wrong” and beneath this title a long paragraph that explains it.</p> <p>The production of the first draft of the translation took about 10 minutes. The project manager was looking at her watch, then she said, “are you ready?”</p> <p>The group did not finish translating the whole paragraph yet, but they translated the first two sentences only.</p> <p>The project manager said “it is okay”</p> <p>The group were ready to read the translation of the first two sentences.</p> <p>C3 said “can I read my translation”</p> <p>The project manager said “sure”</p> <p>C3 read her translation:</p> <p>قد تحدث بعض المشاكل حتى في أحسن الظروف، وبصفتك ميسر للمجموعة إذا كنت على دراية بالمشاكل فور نشونها، وكنت على استعداد تام للتعامل معها، فعادة ما يمكنك هذا الامر من منعها من أن تتزوج مع جلسة للمجموعة.</p> <p>The project manager said, “Thank you C3, first I like that you delayed the first section of the sentence “Even under the best of circumstances” and introduced the second section “certain problems may occur” in your translation. This arrangement sounds so Arabic. The second thing your translation is good, but what is funny about it is the translation of this word “marring” you translated this word into “marrying” in Arabic, you totally changed the meaning”</p>	
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		<p>C3 said “Yes, I know, is this word different from marrying”</p> <p>C5 “yes, it is, it means harm or impair and in Arabic is: يفسد أو يضر</p> <p>C3 laughed and said (My God, really) then she said “sorry I will fix that” she scratched the incorrect meaning and added the one suggested by C3. Then she read the whole sentence again:</p> <p>قد تحدث بعض المشاكل حتى في أحسن الظروف، وبصفتك ميسر للمجموعة وكنت على دراية بالمشاكل فور نشونها، وكنت على استعداد تام للتعامل معها، فعادة ما يُمكنك هذا الامر من منع المشاكل من إفساد جلسة للمجموعة.</p> <p>The project manager then said “perfect, this is much better. But why did you delete the (if) in Arabic, I think you should have added (if) to the sentence. I do not think it is a good idea to delete it”</p> <p>C3 said” but I think the meaning of (if) is implied in the Arabic sentence”</p> <p>The project manager asked the group for their opinion.</p> <p>C 5 said “I think the project manager is right”</p> <p>C3 then read her translation and changed the sentence in Arabic into a conditional clause”</p> <p>C5 then asked her “what do you think now, does it sound better”</p> <p>C3 said “yes, but I think my translation was acceptable in Arabic without the (if)”</p> <p>Okay please write it down in the notebook. Thank you C3. Now who wants to translate the second sentence?”</p> <p>C4 said “I want to read” then she started the translation.</p> <p>هناك عدد من الأشياء التي يمكنك القيام بها عند التعرف على وجود مشكلة.</p>	
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		<p>The project manager then said “this is good, write it down on the notebook”</p> <p>But C2 interrupted and said “I have a different translation, can I read it”</p> <p>C4 said “why what is wrong with my translation? The project manager said it is good”</p> <p>C2 said “nothing, but I want to propose a less literal translation”</p> <p>The project manager said “okay! Go ahead”</p> <p>هناك بعض الأمور التي يمكنك القيام بها عندما تلاحظ وجود مشكلة.</p> <p>C5 then said “oh, I think this sentence is less literal and it has the same meaning, so I think it is better”</p> <p>C4 said “I think it is better than mine”</p> <p>The project manager then said “I agree. Thank you, but which translation makes sense to you all”</p> <p>The group agreed that C2’s translation sounds more Arabic, so they wrote it down in their notebook.</p> <p>I stopped observing them at this point.</p>	
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Memos:

<p>Teamworking</p> <p>Respecting</p> <p>Group satisfaction</p> <p>Group discussion</p> <p>Asking / answering questions</p> <p>Commitment</p> <p>dedication</p> <p>Consulting</p> <p>Cooperation</p> <p>Laughing</p> <p>Motivation</p> <p>Support</p> <p>Similar spelling words</p> <p>Recognising mistakes</p> <p>Correcting mistakes</p> <p>Delete</p>	<p>Accepting criticism</p> <p>Praising</p> <p>Asking for opinion</p> <p>Agreement / disagreement</p> <p>Being polite</p> <p>Assigning duties</p> <p>Linking ideas together</p> <p>Searching for meaning</p> <p>Appropriate meaning</p> <p>Excellent management</p> <p>Using dictionaries</p> <p>Being organised</p> <p>Making the best use of time</p> <p>Students engagement/eager to participate and to shar their translation</p>
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Collaborative Translation observation checklist

Date: 6-5-2018

Time: 10

observation duration: 30 minutes

Class: TRA 230

Group: Reviewer

Group members: R1, R2, R3, R4

Time	Expected behaviours		Emerging behaviours
	<p>Collaborative Social behaviours</p> <p>Asking for opinion</p> <p>Explanation</p> <p>Volunteering</p> <p>Criticising group B performance</p> <p>Respecting each other’s opinion</p> <p>Collaborative translation behaviour</p> <p>Initiating action</p> <p>Final revision</p> <p>Reading</p> <p>Assigning duties</p> <p>Comparing the original with the translation</p> <p>Revision</p> <p>Repeating the same weekly process</p> <p>Spelling mistakes</p> <p>Punctuation mistakes</p> <p>Spotting mistakes</p>	<p>The three groups meet today during the class time and did a final check to the translation and when they finished, they submitted it to the reviewer group.</p> <p>The reviewer group sat together and started to check this weeks’ chunk. They repeated the same revision process.</p> <p>R1 said “okay we have 9 pages to review today”</p> <p>R4 said “okay! I am going to count the pages first and check if each group submitted and marked their chunk”</p> <p>R4 quickly counted the pages and checked that each group had submitted and marked their chunk in order to see which group translated which part. R4 then said “okay, we have 9 pages, let us start the revision process. Let us start revising group A translation”</p> <p>When she finished, R1 said “we have to read group A translation first, so the group translated pages 76,77,78. Please open the original text and let us read these first pages, I will compare the original with the translation and R”</p> <p>R3 volunteered to read. R1 said “I am going to read the translation and compare it with the original with R2. R4 and R3 can check the translation for mistakes as usual.”</p> <p>The group started to work in pairs as usual. R1 and R2 were comparing the original text with the translation</p>	<p>Being professional</p> <p>No argument</p> <p>Making the best of time</p>

	<p>Grammatical mistakes</p> <p>Accuracy</p> <p>Collaborative learning related behaviour</p> <p>Being organised</p> <p>Working in pairs</p> <p>Active listening</p>	<p>and when they finish R4 and R3 check the translation for inconsistency and mistakes.</p> <p>R1 was reading the original and comparing it with original. R2 was listening to R1 while he was reading, and she was spotting mistakes and underline it.</p> <p>They read group A’s translation one by one and they found many spelling and punctuation mistakes. Many of the spelling mistakes involved adding or omitting (Hamzah (ة)), adding or omitting the definite article (ال), missing diacritical marks, the different shapes and positions of the letter “Alef” which depends on its position on the word. Some of the punctuation mistakes involved missing commas between clauses, in Arabic. Omitting commas and creating a long sentence instead of short sentences. Adding the letter (و) which is a conjunction letter between multiple items in a series. Adding full stops when necessary. Starting a new paragraph that has a new idea.</p> <p>They also found some grammatical mistakes that involve rearranging the sentence in order to create a verbal sentence when necessary. Changing tenses from past perfect and past continuous in English into past in Arabic.</p> <p>R2 said “group A translation is good, but they always have spelling and punctuation mistakes”</p> <p>R1 said “okay, I think this is ready” and they give it to R4 and R3.</p> <p>R4 took the translation and started reviewing the text with R3 and they read it as if it is written originally in Arabic.</p> <p>They did not find that much of mistakes, but they suggested replacing certain words. For example: the group translated “perceive” into : الاخذ بالاعتبار R4 and</p>	
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		<p>R3 after consulting R1 and R2 suggest to replace it with the word : اعتبار they explained that the reason behind this change is that the latter suggested word has the same meaning as the original. The group agreed to do this replacement.</p> <p>When R4 and R3 finished reading through group A's translation. Then the group start reviewing group B's translation.</p> <p>R1 said "I hope that group B's translation is not full of mistakes as usual after last week's fight"</p> <p>R2 said "will, I don't know about that, we always retranslate many passages of their translation. They are not accurate. I do not like to review their translation; it is a lot of work"</p> <p>R1 and R2 started reviewing group B's translation. They compared the original with the translation. They found less mistakes than they anticipated this time. They found mistakes that involved punctuation and grammatical mistakes. They also the found passages which were mistranslated. Both R1 and R2 started correcting these mistakes in the same manner they did with group A translation.</p> <p>At this point I finished observing the group</p>	
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Memos:

<p>Professional No argument Asking for opinion Criticising performance Explanation Volunteering Respect Initiating action Assigning duties Being organised Working in pairs Being accurate</p>	<p>Initiating action Final revision Reading Assigning duties Comparing the original with the translation Revision Repeating the same weekly process Spelling mistakes Punctuation mistakes Spotting mistakes Grammatical mistakes Accuracy</p>
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Collaborative Translation observation checklist

Date: 8-5-2018

Time: 9:00

observation duration: 20 minutes

Class: TRA 230

Group: A

Group members: PR1, A2, A3, A4, A5

Time	Expected behaviours		Emerging behaviours
<p>9:00-9:20</p>	<p>Collaborative Social behaviours</p> <p>Making jokes</p> <p>Laugh</p> <p>feeling relieved</p> <p>respect</p> <p>compromise</p> <p>argument</p> <p>consulting</p> <p>argument</p> <p>being polite</p> <p>accepting criticism</p> <p>Collaborative translation behaviour</p> <p>the group created a similar workplace environment</p> <p>assigning duties</p> <p>using dictionaries</p> <p>literal translation</p> <p>Collaborative learning behaviour</p>	<p>The group members were all present today. The project manager made a joke and all the group were laughing.</p> <p>A4 said “Today were going to translate the last task”</p> <p>The project manager said “yes, I am ready to finish translating the last page of this manual”</p> <p>A3 said “yes, I am happy that we are going to submit this translation soon”</p> <p>A4 said “during the course of this project, I felt that I am working for a real company and the project manager is our Boss”</p> <p>A3 “Yes?? The worst boss in the world”</p> <p>The project manager laughed “I know you wanted my job from the start”</p> <p>A3 said “if I were the project manager, we would have enjoyed our time, because I am organised and hardworking”</p> <p>A4 said “I think the project manager worked very hard and he did a very good job. We were never late in submitting the tasks and our translation was good”</p> <p>A5 said “okay you were both good you helped us all to finish the tasks successfully, so thank you”</p> <p>A3 said “your welcome, we all helped each other and worked very hard”</p>	<p>Competition</p> <p>Male / female issues</p> <p>Leadership issues</p> <p>Academic level issues</p>

	<p>Being organised</p> <p>Critical thinking</p> <p>Working together</p>	<p>The project manager said “Yes, but without my help, you couldn’t have finished the tasks on time, my excellent management skills helped us all to success “</p> <p>A3 “okay, we all worked hard not just you, we all did our duties in a professional way”</p> <p>The project manager then said “okay! Let us finish the last task for this week and when we all finish this project next week, I will invite you all to drink coffee in the new café, what do you think”</p> <p>The group were happy to hear that, and they were looking forward for the invitation.</p> <p>The group prepared themselves to finish translating the last pages of the manual.</p> <p>They have extra pages to translate this week.</p> <p>They started the translation process as usual.</p> <p>A3 said “We have to read the first page and to translate the first point in this page which is:</p> <p>“When people are not participating or when they appear bored”</p> <p>The project manager said “okay, please A3 read this point and the rest as usual suggest a translation”</p> <p>A3 read the translation and when she finished, the group asked the project manager for 10 minutes to translate the title and the following points beneath it.</p> <p>The project said “okay”</p> <p>The group were consulting each other as usual and consulting the project manager and using dictionaries to find suitable meanings. I noticed that they used the</p>	
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		<p>dictionary less often now because some of the words are repetitive in the text and they started to</p> <p>When the group finished, they said “we are ready to translate”</p> <p>Student A2 wanted to read her translation</p> <p>She started reading:</p> <p>ان تشعر المجموعة بأكملها أو جزء كبير منها بالملل أو بأنها ليست رغبة في المشاركة.</p> <p>The project manager as usual read silently the original title in English and then said “will, you changed the title somehow”</p> <p>Student A3 said “I think it is okay, according to you we can change the text sometime in order not to translate literally”</p> <p>Student A2 “I tried not translate the text literally and make it sound more Arabic”</p> <p>The project manager said “yes I understand but this translation does not have exactly the same meaning”</p> <p>A3 then said “I do not think it’s that bad, she just changed the position of some words”</p> <p>The project manager said “no I disagree, think about it and read the title again A3, I think I know what happen, she made a mistake she did not translate the heading she directly translated point 1”</p> <p>A2 said “sorry, I did not notice that “</p> <p>The project manager asked the group if they have a different translation for the heading</p>	
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		<p>A5 said “I translated the heading and the first point beneath it”</p> <p>The project manager said “okay please read your translation “</p> <p>A5 read her translation:</p> <p>عندما لا يرغب الناس بالمشارك ويبدئون بالإحساس بالملل الحالة الأولى: خروج شخص واحد أو شخصان من المناقشة، كما يبدو بسبب شعورهم بالملل، رغم أن بقية المجموعة تبدو وكأنها تعمل بشكل جيد.</p> <p>The project manager said “okay, this is acceptable. What do you think”?</p> <p>The group said they understand both the title and the first point in Arabic perfectly. Then the project manager asked the group to write this translation on the notebook.</p> <p>I stopped observing the group at this point, but while I was walking around, I noticed that group A translated the rest of the page in the same manner and they were arguing from time to time regarding certain meaning or certain or sentence structure.</p>	
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Memos:

the group created a similar workplace environment	Making jokes
assigning duties	Laugh
using dictionaries	feeling relieved
Being organised	respect
Critical thinking	compromise
Working together	argument
Competition	consulting
literal translation	argument
male / female issues	being polite
academic level issues	accepting criticism
leadership issues	

Collaborative Translation observation checklist

Date: 10-5-2018

Time: 9:00

observation duration: 20 minutes

Class: TRA 230

Group: B

Group members: p1, B2, B3,B4 , B5

Time	Expected behaviours		Emerging behaviours
	<p>Collaborative Social behaviours</p> <p>Discussion</p> <p>Blaming each other</p> <p>Criticising the project manager’s performance</p> <p>Taking responsibility for inaccurate translation</p> <p>Greeting</p> <p>Volunteering</p> <p>Making jokes</p> <p>Agreement</p> <p>Silence/ dissatisfaction</p> <p>Collaborative translation behaviours</p> <p>Worried about the time</p> <p>Real translation workplace situations</p> <p>Initiating action</p> <p>Understandable translation</p> <p>Searching for the correct meaning</p>	<p>Group B members were all present. The project manager was late today. B2, B3, B4, B5 were present.</p> <p>The four members were talking to each other when I start observing them.</p> <p>B2 said “we finished translating the first two pages which is great, this is the first time that we are not late”</p> <p>B4 “yes, thanks God that we are not late this week, but still R1 said that the quality of our group translation was very poor, and they had to retranslate many paragraphs. She told me that they hated to review our translation. I asked the project manager to copy the other project manager but still he was not as good as the others”</p> <p>B2 said “you always blame him for all this, but I think we translated that text and it was our translation it was not his translation. We are responsible too; do not you think so”</p> <p>B4 said “I disagree with you; the other groups are more successful than us because of their organized, smart and professional project managers. Take group C for example. the project manager is my friends she is organized and very smart. The group provided excellent translation all the time and they were all happy working with each other.”</p> <p>B5 said “I think you are right, but you had the chance to leave the group earlier why you did not joined another group?”</p>	<p>Poor management</p> <p>Comparing their performance with the other groups’ performance</p> <p>Competition</p> <p>Male / female issues</p> <p>Academic level issues</p>

	<p>Using different types of dictionaries</p> <p>Accuracy</p> <p>Problem solving</p> <p>Collaborative learning related behaviours</p> <p>Critical thinking</p> <p>Working in pairs</p>	<p>B4 said “I think in the future and in a real workplace people like our project manager exists, so we need to learn how to deal with them”</p> <p>The project manager arrived. He said “Salam” to the group and sat down. Then he asked “did you start the task yet”</p> <p>The group said “not yet”</p> <p>The project manager then said “okay are you ready to translate the last two pages of the task”</p> <p>B3 said “yes we are ready “</p> <p>B2 volunteered to read the first page.</p> <p>When B2 finished reading. The project manager said “number V is when arguments break out in a group”</p> <p>Group B3 smiled and said “ Is this manual about us “</p> <p>The group started to laugh”</p> <p>The project manager then said “I think when we finish reading this point, we will learn something about how to deal with argument”</p> <p>B4 said “this is our last task, so it is a good idea”</p> <p>The project manager then said “okay, back to work, who want to read the first paragraph”</p> <p>B4 said “I want to translate the first sentence”</p> <p>عندما تنشأ الخلافات والمشاحنات داخل المجموعة. هذا الوضع صعب السيطرة عليه لكن الشيء الأكثر اهمية هو تحريك النقاش نحو المشكلة نفسها بعيدا عن الشخصيات."</p>	
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		<p>The project manager said “okay, I do not think that the translation of “personalities” is correct there is something wrong here”</p> <p>B4 said “I disagree, I think it is understandable in Arabic”</p> <p>The project manger said “no I still think there is another way to translate this word, I am going to use an online dictionary and see if there is another meaning for this word, while I am doing that please translate the next sentence”</p> <p>The project manager used different dictionaries, but he didn’t find what he was searching for.</p> <p>B5 said “ I am not sure what are you looking for”</p> <p>The project manager said “this word has a different meaning in this context, but I cannot find it”</p> <p>B5 said “what do you think this word means?”</p> <p>The project manager said “I think it means something like “abuse”</p> <p>B5 said “really, where did this meaning come from. The only meaning that we all know for this word is person and its plural form is personalities.”</p> <p>The project manager said “no, there is another meaning, I am sure”</p> <p>Then he started searching online for another meaning.</p> <p>B5 has a tablet. She started searching for this word. After a while she said “You will be surprized now. I found this sentence:</p> <p>“The political candidates angrily resorted to personalities.”</p>	
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		<p>So I think you are right, it means “abuse”, because the writer put between quotations (calling names) beside “personalities”.</p> <p>The project manager read the sentences suggested by B5 and said “according to this context personalities means insult which means in Arabic</p> <p>الشتيم</p> <p>I think now this translation makes sense” he then talked to the group and said “we have to change the word</p> <p>الشخصيات</p> <p>الشتيم</p> <p>B4 said “why ?” the project manger said “ just read the context and see that the first translation does not fit the context and the second word makes more sense”</p> <p>B5 said “ I agree, it makes a lot of sense”</p> <p>B4 kept silent. The group decided to change the translation as suggested by the project manager.</p> <p>The group continued translating the text in the same manner and I stopped observing them at this moment.</p>	
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Memos:

<p>Competition</p> <p>Male / female issues</p> <p>Academic level issues</p> <p>Discussion</p> <p>Blaming each other</p> <p>Criticising the project manager's performance</p> <p>Taking responsibility for inaccurate translation</p> <p>Greeting</p> <p>Volunteering</p> <p>Making jokes</p> <p>Agreement</p> <p>Silence/ dissatisfaction</p>	<p>Worried about the time</p> <p>Real translation workplace situations</p> <p>Initiating action</p> <p>Understandable translation</p> <p>Searching for the correct meaning</p> <p>Using different types of dictionaries</p> <p>Accuracy</p> <p>Critical thinking</p> <p>Working in pairs</p> <p>Problem solving</p>
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Collaborative Translation observation checklist

Date: 15-5-2018

Time: 9:50

observation duration: 20 minutes

Class: TRA 230

Group: translation Supergroup

Group members: all the groups

Time	Expected behaviours		Emerging behaviours
	<p>Collaborative Social behaviours</p> <p>Communication</p> <p>Greeting</p> <p>Initiating conversation</p> <p>Asking for opinion</p> <p>Group work</p> <p>Being polite</p> <p>Making jokes</p> <p>Laughing</p> <p>Communication</p> <p>Apologising</p> <p>Collaborative translation behaviour</p> <p>Revision</p> <p>Comparing between the original text and the</p> <p>Reading</p> <p>Group revision</p>	<p>Group A, B and C were present today in order to review the last chunk of the translation. The groups sat on the same big table, facing each other.</p> <p>One of the reviewers printed out copies of the last chunk translation produced by the three groups and disseminated them among the members as usual.</p> <p>The group members were chatting and talking to each other. Then Group A project manger said to the groups “Salam aleekum, today we are going to review the last chunk, please do you all have a copy of the original and a copy of the translation”.</p> <p>The groups said that the are ready to review the last chunk.</p> <p>Group A project manager then said “okay shall we start; we are going to review group A translation first”</p> <p>The groups started reading group A translation. Then the group manager asked the groups to compare between the original and the translation and to listen carefully to reader.</p> <p>The project manager started reading his groups translation loud and slowly.</p> <p>The groups were listening carefully. He read page one and when he finished, he stopped and asked the group if they spotted any mistakes and if they suggest any changes.”</p>	<p>Professional</p> <p>Extremely organised</p> <p>Acknowledging group member’s hard work</p> <p>Acknowledging the project manager excellent management</p> <p>Feeling of achievement</p> <p>Acknowledging the group common goal</p>

	<p>Spotting mistakes</p> <p>Punctuation mistakes</p> <p>Exploring different Meanings</p> <p>Mistranslation</p> <p>In accurate translation</p> <p>Punctuation mistakes</p> <p>Collaborative learning-related behaviour</p> <p>Being organised</p> <p>Active listening</p> <p>Learning from other mistakes</p> <p>Distraction/ less engaged students</p> <p>Commitment to the task</p>	<p>The group were happy with the translation, so they asked the project manager to read the next page. The project manager then started reading the next page.</p> <p>The project manager read the next page in the same manner. Then he asked the group the same question. C3 raised her hand and suggested that in point number 2 the group translated “substantial portion” into جز كبير and that they forgot the ء at the end of the word جزء. She added that the number of the points are not correct.</p> <p>The project manager said, “I think this is a typo mistake, please add (al hamza) and please fix the number of the points”. The groups did that.</p> <p>The project manager then asked if there are more mistakes or changes in this page. Then the groups asked the project manager to read the next page.</p> <p>The project manager read the third page then asked the groups the same question. Group C project manager said “I think you mistranslated this title: “When people come down on the facilitator” you translated this title into: عندما يعاقب الميسر بشدة</p> <p>I think that this translation here is not accurate because the next paragraph does not suggest that the group members are supposed to punish the facilitator.”</p> <p>Group A project manager said “yes but we searched this expression in English, and it means “punish”</p> <p>Group C project manager said “yes but it also means “criticize” which is more suitable here”</p> <p>Group A project manager started reading point (II) again then he said “okay, I think you are right. The</p>	
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		<p>context suggests the word (انتقاد), Thank you very much”</p> <p>Then the project manager asked the group the same question. The group asked the project manager to read the next page.</p> <p>The project made a joke before he proceeded to the next page.</p> <p>The groups all started to laugh.</p> <p>I noticed that some students were distracted, they were talking to each other while the project manager was reading they were two students from group B and one from Group A, but group C project manager kept telling these students to pay attention to allow the other members to listen and correct the translation.</p> <p>the project manager then read the next page in the same manner. He then asked the groups the same questions. This time the groups did not spot any mistake so they asked the project manager to read the next page. When the project manages read the last page. The groups asked the project manager for 3 minutes break.</p> <p>After 3 minutes, the groups were ready again to review group B’s translation.</p> <p>Group A’s project manager asked group B project manager to read his group’s translation.</p> <p>Group B project manager started reading the first page. The groups stopped group project manager several times because they spotted different translation mistakes that involves punctuation and spelling mistakes. Also, some grammatical mistakes. The groups suggested different corrections to these mistakes. Many of the other group members (A and C) were looking at each</p>	
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		<p>other and talking to group B members regarding these mistakes.</p> <p>When group B project manager finished reading the translation, the groups asked for 3 minutes break.</p> <p>After three minutes, group C project manager was ready to read her group translation. the project manager started reading. The groups did not find any mistakes in the first page, but they asked the project manager several questions about her group translation choices and the project manager provided answers and justifications to each question.</p> <p>When group C project manager finished reading the last page of the translation. she thanked all her group members and she said “thank you very much, without your help I couldn’t be successful as a project manager and you have to be proud of yourselves because you did a very good job”</p> <p>Group C members looked at her and C5 said “we are proud of you too”</p> <p>The other groups were looking at their project managers and group A project manger thanked his group members and the group thanked him for his hard work.</p> <p>Group B members said thank you as well to the project manager, but a conversation started between the project manager and B4.</p> <p>The project manager said “okay I am sorry for everything and thank you very much”</p> <p>B4 said “It is okay, the most important thing that we completed the translation”</p>	
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		<p>the group put all the translation together and group A project manager read it for the last time and handled it to the reviewers for final revision.</p> <p>Before the end of the class. The translation groups member decided that they have to meet before the final submission of the manual in order to review the text for the last time.</p> <p>Group A project manager said “thank you very much for you all and we all did a very good job, thank group C project manager and thank you Group B project manager”</p> <p>He then said “my group and I we are going to drink coffee if any one wants to join us, you are more than welcome”</p> <p>Group A went to drink coffee and many members of the other groups said that they will join them.</p>	
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Memos:

Communication	Being organised
Greeting	Active listening
Initiating conversation	Learning from other mistakes
Asking for opinion	Distraction/ less engaged students
Group work	Commitment to the task
Being polite	Professional
Making jokes	Extremely organised
Laughing	Acknowledging group member's hard work
Communication	Acknowledging the project manager excellent management
Apologising	Feeling of achievement
	Acknowledging the group common goal

Collaborative Translation in the Classroom

The purpose of this survey is to measure the attitude of the participants who took part in the collaborative translation project towards collaborative translation.

The questionnaire is divided into five parts. The first has 6 questions that deal with the demographic information. The second part has 15 statements that talk about teamwork and translation skills. The third part has 10 statements that talk about teamwork and translation process. The fourth part has 21 statements that talk about teamwork and translation quality. Finally, the fifth part has 20 statements that talk about teamwork and interpersonal skills. It will take you approximately 20 minutes to finish this questionnaire.

Please read the following instructions before you start:

- 1- There is no need to write your name in this questionnaire.
- 2- Read each statement carefully then indicate your level of agreement or disagreement by putting a in the appropriate box that expresses your opinion.
- 3- Please make sure that you answered all the statements in this questionnaire before you bring it back to the researcher.
- 4- If you have questions regarding any statement, do not hesitate to ask the researcher for clarification.

Please note that your anonymity will be protected at all times and the answers provided in this questionnaire will be treated with confidentiality.

Demographic information (1)

Please indicate if you are:	Female		Male	
Did you participate in a collaborative class before?	Yes		No	

How do you rate your English level?	Intermediate	Upper intermediate		Advanced
Please indicate your current academic level.	1 st year	2 nd year	3 rd year	4 th year

Teamwork and translation skills (1)

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1- Teamwork helps you enrich your vocabulary.					
2- Team members help you choose the appropriate translation strategy.					
3- Team members help you understand the source text.					
4- Teamwork helps you to understand the different translation strategies					
5- Teamwork helps you in building correct and grammatical sentences in the target text					
6- Teamwork helps you in choosing the correct meaning for idioms, expressions - and cultural-bond expressions which appear in the source text.					
7- Teamwork helps you understand the target text and the source text cultures					
8- Teamwork helps you transfer the source text to the target text successfully.					
9- Teamwork helps you create a glossary list for the target text in order to maintain text consistency.					
10- Team members help you improve your translation assessment skills					
11- Team members help you improve your text analysis skills.					
12- Teamwork helps you improve your dictionary search skills					
13- Teamwork helps you use the modern translation tools such as online machine translations.					
14- Teamwork helps you in improving your editing and proofreading skills.					
15- Team members help you improve your background knowledge					

Teamwork and translation process (2)

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1- Teamwork enables you to understand the different phases of the translation process.					
2- Teamwork enables you to understand the importance of each phase in the translation process.					
3- Teamwork enables you to understand your responsibilities in the team and to understand the other members' responsibilities.					
4- Teamwork enables you to understand the role of the translation group your role and the role of each member in this group					
5- Teamwork enables you to understand the role of the revising group and the role of each member in this group.					
6- Teamwork enables you to understand the role of the quality control group and the role of each member in this group.					
7- Teamwork helps to make the translation process easier.					
8- Teamwork makes the translation process more organized.					
9- Teamwork makes the translation more like a real translation workplace.					
10- Teamwork makes the translation process in the class more enjoyable.					

Teamwork and translation quality (3)

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1- Team members help you find if the translated text read fluently and smoothly.					
2- Team members help you find if the target text is grammatically correct.					
3- Team members help you check if the spelling of the target text is correct.					
4- Team members help you check if the vocabulary used in the target text is suitable.					
5- Team members help you find if the translation completed according to the project manager directions.					
6- Team members help you compare the target text with the source text to make sure that the layout of the target text matches the standards of the source text.					
7- Team members help you to check if the target text has the same idea like the original.					
8- Team members help you find if the target text read like an original.					
9- Team members help you find if the target text reproduces the style and tone of the original.					
10- Team members help you to see if the produced translation is adequate.					
11- Team members help you produce better translation than the one you produce on your own without their help.					

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12- Teamwork enables you to link the ideas appears in the source text together.					
13- Teamwork enables you to determine the importance and relevance of ideas that occur in the source text.					
14- Teamwork enables you to solve translation problems in a consistent and systematic way.					
15- Teamwork enables you to search for solutions to problems while translating.					
16- Teamwork enables you to find alternatives to each translation problem.					
17- Teamwork enables you to consider the best solution					
18- Teamwork enables you to clearly explain your ideas to the rest of the team members in order to ensure the quality of the translation.					
19- Teamwork enables you to listen carefully to other members in the group to ensure the quality of the translation.					
20- Teamwork enables you to convince the other members in the group with your ideas in a respectful way in order to ensure the quality of the translation.					
21- Teamwork enables you to take your responsibilities more seriously in order to produce an adequate translation.					

Teamwork and interpersonal skills (4)

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1- Teamwork enables you to respect other people's opinion.					
2- Teamwork enables you to talk with other members with confidence.					
3- Teamwork enables you to understand the other members.					
4- Teamwork enables you to build good relationships with the other members.					
5- Teamwork enables you to accept criticism and feedback.					
6- Teamwork enables you to provide feedback.					
7- Teamwork enables you to deal with conflicts effectively.					
8- Teamwork enables you to listen actively to other members in the group.					
9- Teamwork enables you to give advice to the group members when necessary.					
10- Teamwork enables you negotiate with the members more effectively.					

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11- Teamwork enables you to create a strategy in order to finish your task on time					
12- Teamwork enhances your planning and scheduling skills.					
13- Teamwork helps you meet your deadline.					
14- Managing your time is easier while working in a team.					
15- Solving translation mistakes is easier while working in a team.					
16- Teamwork enables you to achieve your goal and complete your task on time.					
17- Working with team members is less stressful than working alone.					
18- Meeting a deadline is less stressful while working in a team.					
19 - Teamwork makes you more organized.					
20 - Teamwork enables you to transfer this experience to a real workplace.					

Social Health Care (SHC)

Training and Treatment Program

Group Work Facilitation Manual

**For use with Common Bond Institute's
Social Health Care Training and Treatment Program**

www.cbiworld.org/shc

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Chapter 1: Facilitation

I. What is meant by Facilitation

We have all had experience of being involved with other people in some kind of group that has a particular purpose: religious groups, school classes, civic groups, family. In some of the groups you have belonged to, you have probably been called on to fill some of the leadership function, whether it be leading a worship service, coordinating a conference, functioning as a resource person, or being an elected official in the community. Each of these leadership functions varies in the formality of the role and the amount of authority that the role carries.

There are a wide variety of ways for the functions of leadership to be performed. Many groups have one person who is designated as the group leader. That person takes responsibility for what occurs in the group gatherings. He or she has been delegated power to take initiative and responsibility for calling meetings, acting as a chair person, planning agendas and perhaps making day to day decisions for the group. This the most common form of group leadership. An alternative form, however, is for the leadership to be spread throughout the whole group and for all members to share in these responsibilities. This manual emphasizes and describes using this 2nd group style – “facilitation” (shared leadership) - and is designed to help make groups perform more effectively by soliciting the leadership skills and potential in all members.

We use the term facilitation to mean a certain kind of role in a group which is associated with certain kind of values and responsibilities.

Values we stress

Facilitation works best when certain values are accepted and practiced not only by the facilitator, but by the entire group in which facilitation occurs. As facilitator, it is your responsibility not only to demonstrate these values in your own behavior, but to support them in the group you are facilitating.

- A. Each person has the opportunity to participate in any group of which he or she is a member without prejudice; the planning of any group is open and shared by the group leader and the participants; the agenda is designed to meet group needs and is open to changes by the group members.
- B. Each person is responsible for his or her own life, experiences, and behavior. This extends to taking responsibility for one's participation in group. As facilitator, you are responsible for the plans you make, what you do, and how this affects the content, participation, and process in the group. You are also responsible for yourself and for what happens to you. You must be sensitive to how much responsibility the participants at any group meeting are able to take. Through experience, group members can learn to take an increasing amount of responsibility.
- C. The facilitator and group members work together to achieve their collective goals. One might say that leadership is something you do "to" a group; facilitation is something you do "with" a group.
- D. As facilitator you represent **honestly** your own values, feelings, concerns, and priorities in working with the group, and you should set the tone for an expectation of honesty from all participants. This also means that you must be honest with the group and with yourself about what your abilities are. You must represent yourself fairly and not attempt to go beyond your own capabilities in the role of facilitator.
- E. Each member has something to contribute to the group and is provided a fair opportunity to do so. As the facilitator you understand you can learn as much from the participants as they can from you. At the same time, any participant has the right to pass/choose to not participate at any particular point in a meeting.

II. What a Facilitator Does

Within the kind of group outlined above, a facilitator's job is to focus on how well people work together. The purpose of this focus is to insure that members of a group can accomplish their goals for the group. The facilitator trusts that each member of the group can share responsibility for what happens, whether it involves calling members to remind them of the group meeting, making sure that each person has an opportunity to contribute to a discussion, or seeing that the agenda serves the group's purpose. The effect of this sharing can be to equalize the responsibility for the success or failure of the group and to allow more people to have control in determining what happens within the group and what decisions are made.

A facilitator can fulfill different kinds of needs in working with a group. This is determined by the group's purpose in coming together and by what is expected of the individual who will act as a facilitator. As a

facilitator/resource person, you can affect the dynamics of the discussion by how you present your information, what kind of atmosphere you set within the group (open versus closed, light versus intense), and by the attitude you show toward the people you are working with. A very simple non-verbal cue - such as where you sit - can affect how comfortable people feel in a discussion following a presentation of material for the group. If you sit at the front of the room facing the audience which is seated in rows, and have a podium in front of you, you have both a spatial distance and a physical barrier (an object to hide behind) between yourself and the rest of the group. The others are less able to challenge you, and you are protected from hearing what they say. In addition, their attention is focused primarily on you, not each other. This gives you a great deal of authority. On the other hand, if you can sit among the other participants, with them around you, this will physically equalize the relationships and ease interaction. The purpose of your role as facilitator/resource person is to share information, not to set yourself above the group as an expert. By being open to questions and soliciting feedback, you can accomplish this as well as learn something from the group members. This simple example will, we hope, demonstrate a few facts of what facilitation can be like.

One need not be labeled “facilitator” in order to employ facilitation techniques in a group. Any group member can call the group back to the subject of the discussion, interrupt patterns of conflict or misunderstanding between other parties, offer clarifying comments, summarize activities or give evaluation feedback. In some groups, these responsibilities are shared by many or all of the members. For other groups where members are less skillful in group process, the facilitator is usually expected to perform this function alone.

III Code of Responsibilities: Ethics

There are a number of ways that the role of facilitator can get out of hand or be used unfairly. Often this happens without either the group or the facilitator realizing it. We feel it is your responsibility to prevent abuse of your position as facilitator. Maintaining your integrity is significantly easier if you have thought through the following code of responsibilities and perhaps discussed them with other facilitators.

- A.** It is not enough that you yourself have the values of cooperation and egalitarianism. Most people are accustomed to participating in groups where one person acts as leader and where that one person is treated as someone important, and as someone with special power and wisdom. Unless the group understands your role, they will probably perceive of you as an authority and allow you to influence them unduly. It is important for you to come down off your pedestal and let the group see you as human. This is called “demystifying” your role as facilitator. Specific techniques for doing this will be described later in this manual.
- B.** Even though you conscientiously demystify your position, however, you may find that people still depend on you. They may concede some of their power as participants to you and look to you to make decisions, define a situation, etc. This probably the strongest test of your own values, whether you accept and use this power, or whether you reflect back to the group their need to take responsibility for decisions and definitions. The temptation to use the power delegated to you to fill

your own needs (increased self esteem, manipulation of a situation for your own benefit, or even simple expediency) will be strong. The fact that the group delegated power to you is no excuse.

- C.** A similar potential for abuse rises out of the fact that the facilitator performs a subtle, non-directive role. The passive, friendly, well-meaning facilitator can be manipulative in ways that an aggressive, forceful leader could never get away with. The difference between a charming manipulator and a domineering dictator may only be a matter of whether or not the group is conscious that they are being controlled by their leader. It is your responsibility not to use facilitation techniques to control a group. This is also true for monitoring and preventing group participants who are not in any open leadership role from using these techniques during a group meeting to control.
- D.** There are no external standards by which facilitators are rated. Although anyone might call himself or herself a facilitator, and this does not necessarily mean they possess the necessary experience, skills, or understanding of group process. We hope that the readers of this manual will use the information we present here to become a truly effective facilitator who helps groups work well and shares skills with others.
- E.** Being a facilitator does not mean you are qualified to be a psychologist or therapist, either with a group of people or an individual. Because of the stress on human values and feelings that facilitation involves, facilitators are often seen as resources for personal psychological problems, as well as for organizational problems. So participants sometimes reach out to facilitators, either directly or indirectly, with their emotional needs. This reaching out can be due to the lack of treatment resources available for people's problems rather than as a comment on your skills as a therapist. So we ask you to please be careful and responsible in how you respond to these needs.
- F.** Also, remember that you as a facilitator cannot expect to meet your own emotional needs by working with groups. If you are using a facilitation situation to satisfy some personal desire (need for attention, respect, power, making friends, finding lovers) you cannot be doing a good job of meeting the group's needs. Often in groups people develop one-sided perceptions of each other, resulting in intense interactions. If you, as facilitator, become particularly involved with one participant (or a small group of participants) you may neglect others, or may be seen as an advocate of the one(s) you are more involved with. This can be detrimental to the whole group.
- G.** Finally, it is the facilitator's responsibility to be sure the group understands what you are doing with them: what your goals are, how you expect to meet their needs, what you can give them, and how you are going to do it. It is your responsibility to represent yourself fairly, to be open to criticism from the group (you are there for their benefit), and to consider altering your own goals to meet the group's goals. It is the group's right to hold you accountable for what you do with them.

All of the material introduced in this first chapter will be expanded in the following chapters. You will notice much of what we detail in these chapters is simple common sense. One of the purposes of this manual is to help you make use of basic human skills and common sense knowledge you already have in more effectively working with groups. From time to time we will encourage you to use your intuition. This does not always mean taking the easy way out or pursuing the most comfortable direction. As you gain experience you will learn to trust an inner sense of direction in determining the best behavior in a particular situation based on humane values, an understanding of humans as individuals and in groups, and whether this behavior is comfortable or awkward, pleasant or unpleasant, easy or difficult. One does not simply read a book and then become an effective facilitator. You need to combine cognitive

learning, direct practical experience, feedback, observation, and reflection in order to develop competence. We have found that this combination of elements is the most required and effective training tool.

As you read, please keep in mind the values and responsibilities described in this chapter. By understanding these concepts, you will understand the basis for the guidelines and methods described in the rest of the manual.

Chapter 2: Homework

This chapter is about the most important thing you can do to insure a good experience for yourself and for the group you will facilitate - preparation. No facilitator, even the most experienced, can expect to do a good job without being thoroughly prepared. By homework, we mean finding out in advance everything you can about the group you will be working with, devising a plan that relates as closely as possible to the needs of that particular group and the purpose of the session, and checking out your plan with group members to make sure it is what they want. Following are some things to consider as you make your plans

I. Knowing the Functions of Groups:

Groups exist for a variety of purposes and have different methods of pursuing these purposes. It is important to keep the function of the group you will be working with in mind as you make your plans. Some functions of groups are:

- A. Imparting information:** A group performing this function emphasizes passing information between group members, or between a resource person and the group. Facts and theories are stressed.
- B. Skill acquisition:** A group concerned with this function emphasizes the acquiring of abilities. While an information imparting group, as described above, would stress the knowledge of techniques, a skills acquisition group focuses on the practical application of this information. An example of this kind of group is a training where participants learn and practice techniques such as stress management, meditation, counseling skills.
- C. Actualization:** This group function focuses on the members themselves. It stresses feelings, awareness, and self expression.
- D. Setting Objectives:** Here the focus is on choice and commitment - on making a decision. The group is choosing among alternatives in order to take a stand, develop a policy, or select a specific direction of action. An example of setting objectives is when a group passes judgement on recommendations of a subcommittee which has emphasized imparting information. Groups can have this purpose when they determine future goals and strategies.
- E. Task performance:** A task group is one whose function is to do a job, whether it be a specific job (like designing a class) or a general job (like increase public understanding of trauma).

You will notice that the first three kinds of functions above are learning and educational (information, skills, and self understanding). The fourth kind of function involves characteristics of both educational and task groups.

Dividing lines between these 5 categories are not always sharp. A group's purpose may vary from meeting to meeting, or may involve a combination of the different types. As you plan for facilitation, it is valuable to keep in mind the function of the group you will be working with. The principles put forth in this manual are adaptable to a range of group situations.

II. Scouting (Researching): The categories described above are only one of the many things you will need to look at before you prepare to facilitate for a group. Below are some questions you can use to try to gain a more thorough understanding of the group.

A. Who are the members?

1. How many people are in the group
2. What are their ages? Educational/professional backgrounds? Gender mix? Class/culture mix?, etc.
3. How well informed are they on the topic which the group will be dealing with?
4. How committed are the members to the goals of the group? What are their motivations for attending?
5. How voluntary is membership in the group? Are they coming of their own free will or are they being ordered to be there?
6. What do you know about the underlying philosophies that the group shares? Be care to not make assumptions about a group.
7. How cohesive are the group members? How alike or different are they? How closely do they live or work together? How well do they know, understand, and trust each other?

B. What is the group's function?

1. How does the group fit into categories described above under "Functions of Groups"?
2. What are the group's long range and short range goals?
3. How specific are these goals?
4. How closely and cooperatively must group members work together to pursue these goals? Do they need to meet weekly? Do they need to do practice or homework in between group meetings?
5. What is the purpose of the specific sessions which you will be attending and facilitating?
6. Why are you facilitating? What does the group see you/others offering that they need and want to be there for?

C. Is it a long term or short term group?

1. If long term...
 - a. What is the normal structure of the group? How do meetings proceed? How are decisions made?
 - b. How attentive is the group to members' feelings? How much does the group emphasize understanding and communication?
 - c. How effective have they been in working toward the group's goals? How satisfied are they with the way they function?
 - d. What can you find out about the intra-group dynamics? Who are the leaders? What tensions exist within the group?

2. If short terms:
 - a. Review the questions for long term groups. You may be able to get similar information about the members past group experiences.
 - b. What are the participant' reasons for being there? What is the circumstance under which the group has been formed?
 - c. Will the group members know each other?
 - d. How mixed or homogenous are the backgrounds of the participants?

Of course this list is not complete, nor could it be. However, we are trying to point out some of the different angles you may want to pursue in scouting out (researching) the group before you facilitate. If the group meets regularly, you may benefit from attending and seeing them in action first.

The answers to these and similar questions are important in planning. For instance, if the group has a well defined, specific goal, you will want to make plans that are consistent as possible with this goal. But if the group exists mainly for the fulfillment of its members needs, your plans can be much more flexible, adaptable to the flow of each session. If you are going to be a resource person presenting information, it is important to know how sophisticated the members' present knowledge of the subject is. Exercises can be planned best when you know how familiar the participants already are with this kind of activity. For example, a group that has been meeting for six months will not need to spend much time on introductions, but if the session is a one-time meeting or workshop, you will. The more you know about a group before you plan the session, the better you will be able to prepare yourself to meet their needs and expectations in a way that will be meaningful to them.

III. Negotiating:

Once you have been asked to facilitate a group, you will need to set up a contract, either written or verbal, specifying all the main details of the arrangement. Some facilitators may prefer to keep things informal to avoid dealing with too many details. However this can be a risky practice that leads to misunderstandings

and conflicts if the facilitator and group members have a different set of expectations. It is absolutely essential that you know in advance what the group's needs and expectations are, and that they understand and agree with what you plan to do.

Ideally, you will want to negotiate for the group session/s twice.

- A. The first time you negotiate:** In this meeting with the group or representatives, you get a general idea of what the group is like and what it wants from you. At this point, try to get answers to as many of the questions under II (Scouting) as possible. In addition, you will want information like:
 - how long each session will be
 - where it will be held, what kind of equipment is available
 - if the group is part of a larger program, what group activities precede or follow it

Find out as specifically as possible what the group wants. Let them know what you think you can do. Check to see if there are any “off limits” areas that you should avoid. Identify any underlying philosophical differences that might be between yourself and the group and see if you can work around them. If not, perhaps they should find a different facilitator. If you are trying to accomplish a specific purpose, you might want to plan for some kind of follow up after you finished working with the group to see how well this was achieved. Ask for feedback on the ideas you have before you plan the agenda.

- B. The second time you negotiate:** By now you should have developed your planned agenda, and hopefully with the group members or representatives input. This is when you make sure that your plans are acceptable and satisfying to them. If they are going to say “that’s not what we really wanted”, the time to know is now, not during the group sessions. The agenda you present should be flexible, but not so vague that it doesn’t give the group a good picture of what to expect.

Sometimes, it is not possible to negotiate as thoroughly as we have recommended here. However, the more carefully you arrange with the group in advance, the more you can expect to have smooth group sessions that satisfies the group and yourself. When you have made plans with a group representative, it is a good idea to spend a few minutes at the beginning of groups to outline the understanding and plans for the group’s initial approval. In long group sessions (multiple meetings), you should prepare for the possibility that the group may want to alter the agenda part way through. This means your agenda should be flexible, and offer the group periodic opportunities to give feedback and suggest revisions.

IV Planning the sessions:

If you have followed our guidelines so far, you will have laid a good groundwork for making plans. The most important thing to remember when planning groups is to know exactly what you want to accomplish and make sure everything on your agenda logically relates to that goal.

- A. Select content that is relevant.** The material you choose to use in the session should be relevant to the purpose of the group and meaningful to the group member (examples: stress management exercises, meditation, trauma care information, support group structure that you will use, etc.). Some things you will want to consider are the backgrounds of the people in the group, the time and environment you have to work in, and your own abilities. If you are going to be providing new information, think about how to present it so it will be meaningful for the group members. Illustrate points with examples the group members can relate to. A way to evaluate your material is to try to define exactly how it will be valuable to group participants. If you can’t come up with anything more than a vague answer, you should reconsider your material or your method of presenting it.
- B. Present materials in a logical order.** For example, an exercise concerning interpersonal communication should come side by side with a discussion of interpersonal communication, not by a film about emotional problems. There should be a logical progression from one agenda item to the next.
- C. Plan for time.** Once you have an idea of the content of each session, try to determine how long each segment will take. It is a good idea to prepare for the possibility of having either too little or too much time. What parts of your agenda can be shortened or left out if time runs short. Extra material can be useful if you have time left over or the group wants to deal with some

subject more in depth than your original agenda provides for. The rule here is make your agenda flexible with some options.

- D. Think about pace.** Plan for a balance of variety in the pace of the session. People will be able to pay attention for longer periods of time if there is an occasional change of pace. For example, long discussions with no break may bore people. Often an exercise will pick things up and give participants something stimulating to spark discussion. On the other hand, too many vigorous activities in a row may wear people out. Some experiences are more valuable when followed by a quiet, reflective period so people can dwell on and process their meaning. Arrange for a balance of regular changes in the pace without planning an agenda that jumps from activity to activity so frequently that the tempo becomes choppy and confusing.
- E. Use a variety of methods.** Remember that people have 5 senses (at least) and it is a shame to get stuck using only one or two of them. Participants will appreciate variety in methods used for presenting information and sharing ideas. Lectures, diagrams, films, exercises, brainstorming, and other techniques are all valuable, especially when combined. People usually remember more of information they learn in an active way (role playing, for example, with discussion) than information they learn in a passive way (reading, listening). Don't use different techniques just for variety, though. They are most helpful when they truly relate to the subject you are working with and offer a balance.
- F. Have a beginning and an ending.** Every session should have a beginning in which introductions are made (if there are new members), a brief reference to the previous sessions is made, plans are discussed, and expectations are defined; and also an ending which consists of a synthesis or summary of the session and an evaluation to determine how well expectations were met.
- G. Pay attention to the middle.** The way groups function is not a stable plateau between the beginning and the end. Groups go through cycles of social interaction, information seeking, establishing structure, and constructive work before they arrive at completion. It is a good idea to have some understanding of these phases as you plan activities and time for the program.

Chapter 3: Getting Started

Before you begin take a little time for yourself to be alone before the session begins. This allows you time to clear your mind, leave other activities and concerns of the day behind, and focus on the session ahead. Make sure your agenda is clear in your mind. This will keep you from getting confused once the group begins. In addition, if you are familiar with your plans and purposes, you can then be more flexible, and it will be easier to modify the agenda if this becomes necessary.

The first few moments after participants walk in the door will be important ones in influencing your perceptions of them and their impressions of you. Observe the individuals. You can learn to pick up quite a bit of verbal and nonverbal information which may indicate how well people will work with each other.

- Are people talking with each other as they walk in? If so, what are they talking about? If not, what kinds of expressions are on their faces.

- If the participants vary in terms of age, sex, or ethnic groups, do they mix freely? If not, there could be tensions and miscommunication among them.

It is important for you to be present on time, if not a little bit early. Even if you have had a chance to work with or observe the group in the past, this will give you an opportunity to pick up on people's moods and feel out the situation on the particular day of the session. It is also a matter of simple courtesy and respect to the group to be on time.

In groups, the seating arrangements can exert a strong influence on the group dynamics. It can affect who talks to whom and who is likely to dominate group activities. It is important for each participant to be able to make eye contact with each of the other participants as much as possible. It is especially important for the group facilitator to be able to make eye contact with everyone. A circle is ideal for this. It lets people look at each other to the greatest possible extent, thus encouraging openness and concern in the group.

Since people will be more likely to interact with individuals sitting close to themselves, you may want to ask people not to sit near their close friends or people if they know best, if a different arrangement is comfortable for them. This is especially important in short term groups, or in situations where it is important for many different individuals in the group to interact. By sitting next to people they don't know as well group members will be encouraged to get to know others in the group. This will promote a friendly atmosphere and help counteract any cliquishness in the group.

We have found introductions to be very important, both the facilitator's introduction to the group, and the introduction of group members to you and each other. Your introduction should include your credentials - what is it about you that justifies your being there. This is also an opportunity to begin laying groundwork for egalitarian participation, by presenting yourself as a person as well as an expert. According to the situation (whether it is formal, or informal, a mood of seriousness or fun) you can make yourself accessible to the participants and let them get to know you.

We strongly recommend that you learn group members' names as quickly and as best you can. This requires some extra attention, but the group will appreciate it and it will allow you to relate to group members more personally. One way to help yourself to do this is draw a seating chart with each person's name as participants go around the room introducing themselves. This will allow you to learn names without having to ask each individual for their name over and over. If appropriate, name tags can be another aid in the beginning of groups, especially when group members are strangers to each other.

Another way to do introductions is to ask people to divide into groups of two or three and talk to each other for a few minutes. Then you bring everyone back into the larger group and go around the room to have each person introduce the person they talked with in the small group. In a group where people do not know each other, this method allows everyone to get acquainted with at least one person quickly and contributes to a more relaxed atmosphere.

Introductions can also be used to lead the discussion into the topic for the group session. For example, you can have each participant as they introduce themselves describe a situation, concern, or question they have had in their own lives that relates to the announced topic. We have also asked participants to share their expectations for the session as they introduce themselves. This helps get hidden agendas out into the open, helps us decide if we need to modify the agenda we have planned, and prevents, unfulfilled expectations from there being an undercurrent of frustration and dissatisfaction in the group.

Clarifying Roles

- A. Demystifying the facilitator.** Many group members will be unfamiliar with facilitation as a group leadership style. You should make sure everyone in the group understands what your role will be. Even with this understanding, there is likely to be a tendency to treat the facilitator as an authority. It is up to you to help the group perceive you as another human. Things that can help include:
- 1. Your own attitude toward your skills and resources** should be a humble one. What you say about facilitation can help people see you have a combination of skills which everyone possesses to some degree, and that you are in the role of facilitator because you have had an opportunity to develop these skills to be helpful to others.
 - 2. Explain the reasoning behind the things you do.** If you explain why you have introduced a particular exercise or intervene at a particular point, you are bringing your tools and skills down to earth, and enabling the group members to evaluate for themselves. This leaves you open to alternative suggestions and even helpful and constructive critique. By exposing the logic behind your actions, you become more accessible to the group. They understand what you hope to accomplish, how your decision making works, and that you are not holding anything back from them. They can then better perceive you as a person who is present to fulfill a need in the group.
 - 3. Solicit feedback and pay attention to it.** Demonstrate to the participants that their opinions count. Treat their ideas with the same value you do your own.

Egalitarian group participation, sharing some of the responsibilities of the group's care, may be a new concept for some or all of the group members. You may need to take time to tell the group what you expect of them. You cannot facilitate in a vacuum. It requires the cooperation of all participants. And since responsibility for what happens in the group is shared, the facilitator cannot simply prescribe certain behavior for group members and expect it to be performed. A group can only function cooperatively when the members want it to.

Agreeing on the Plans:

It is important to know what the participants' expectations of the group sessions are. In ongoing groups, you may want to have participants list their expectations and refer to the list when used for evaluation to see if expectations were adequately met. Even in short groups, it is valuable to spend a little time checking with group members about their expectations. If expectations are different from what you had thought, you can either accommodate change or at least be able to explain the discrepancy to the group at the beginning, which will reduce confusion and frustration.

Very often when you ask to hear people's expectations, a group will generate a long list of widely varying interests. It is important that you don't give the group the illusion that you have the time or abilities to meet every one of these expectations. You should begin each meeting with an agenda review - ie. explain what you hope to do in that group session and how much time people will have. An agenda simply gives the group a better idea of what is going to happen that day in the group and where it hopes to lead group members.

Cycles Groups Go Through

Most groups go through predictable phases in their activities. It is especially important at the beginning of a session to understand these phases since they will affect the pace of the meeting and the dynamics of group interactions. If you understand these phases you will be able to accommodate your structure to work with the group instead of battling against them. Each group behaves differently, of course, but you will be more in tune with what is going on if you can identify how the cycle of the group you are working with proceeds. The phases are:

- A. Social Interaction:** At the beginning of meetings people like to exchange pleasantries that are not related to the groups' goal for that day. This provides members with an opportunity to identify with each other. It helps people feel a part of the group, puts them at ease, and serves to unify members for later phases of the group.
- B. Information seeking:** This phase helps the group get oriented to what comes next by giving all members as complete an idea as possible of what the group will be doing. In this phase, the group answers the question: Who? What? Why? and When? In relationship to its activities. Agenda review is part of information seeking.
- C. Establishing structure and ground rules.** To create safety and comfort in a group, it helps to have some ground rules for all members of the group. Common ones are:
 1. What is said in the group stays in the group. It means group members refrain from talking about what each other said in the group. It means that what one says is confidential and not to be shared with others.
 2. Group members refrain from gossiping about each other and do not engage in hostile analysis of what each person says (ie. judgmental opinions).
 3. Encourage group members to suggest and establish what ground rules they want that encourage a feeling of safety and openness in sharing with each other.
 4. There may be some circumstances where group members will come to the facilitator with complaints about another group member. In most cases, it will be best to encourage the issues be aired out in the group, because what happens in group belongs in the group. Commonly, it is helpful to have a constructive conflict resolution/ constructive criticism "model" that the group uses. A couple examples of these are:
 - a. "When you said _____, that made me feel _____, and what would work better for me is _____. Can you do that? "
 - b. "When you _____ that reminds me of times that I did (something similar) _____. How that worked for me is _____ and how that didn't work for me is _____. It would help me if we could _____."
 5. * In rare circumstances, the level of conflict is so high that it becomes advisable to meet with the conflicted parties outside of group time to work through the conflicts.

- D. Constructive work:** Here the group does whatever activity it set out to accomplish. How well this phase proceeds is related to how well the previous stages went. If the previous stages were not well covered, there can be problems in this stage. People may have hidden agendas, feel alienated by the group, or not understand what is going on.
- E. Completion:** Group meetings need a natural closing point. Some sort of summary, and also a decision about what to do next time, should come out of each meeting if possible. Without closure and summary the activity may seem meaningless and unsatisfying to group members. Everyone likes a little positive reinforcement, at the very least.

This cycle is only one of a number of ways to look at group activity. However, we find it especially useful from a facilitation standpoint. When you plan your group, keep in mind that the session as a whole will probably go through these phases, and a similar cycle may occur for the specific activities of the group as a whole. In general, the group will be happier and less frustrated if you don't cut it off in the middle of the cycle and if you make sure your activities satisfy all of the phase requirements.

If, in the middle of an exercise or discussion, you observe that the group has jumped back to an earlier phase (usually this might be social interaction), chances are that these phases were not completed adequately, the activity may not be well enough defined or sufficiently structured, or the group may have rushed into the activity without any social interaction phase at all.

Hopefully, this chapter on getting started will give you techniques for getting through the early phases. The next chapter (group process) will provide information that will be useful in the middle three phases.

General Comments

We would like to add, at this point, a reminder of some of the values that we hope you will keep in mind as you facilitate.

As we have suggested ways to begin a session, so too we want to impress upon you the importance of these first moments when facilitator(s) and participants come together. We know that each individual participates differently and that you, as facilitator, must be open to this. The group must be participant oriented rather than imposing what you think is best for them. The latter is a condescending attitude which will get in the way of your being an effective facilitator.

We have found it important to take time in the beginning to do everything we've outlined in this Getting started chapter. Otherwise, misunderstandings can plague the session and stand in the way of learning and sharing. The introductory period is useful in setting this context for your behavior:

- that you reserve the right to step into the process when you feel it is appropriate (and also be prepared for the possibility that such an intervention may be inappropriate sometimes and interrupt the group working through its own issues/needs);
- that silence is ok;

- that conflict is ok - unless it is destructive to the individuals involved.

Practices/Homework Suggested

Create a small group with fellow trainees. Pretend you are meeting with a group for the first time. Decide what kind of group it is for the role play. Who are the members? What type of group is it (is it a support group, an educational group such as parenting skills or stress management, etc.)?

1. Have two people introduce themselves as facilitators and then talk about what the group hopes to accomplish and cover. Ask people to introduce themselves and say something about what they hope from the group.
2. Break up the group and ask people to learn about another group member they don't know very well...suggest questions like:
Where are they from? What is their favorite food? What is their favorite music, movie, television show? Their best memory is.....
Then regroup people and ask them to introduce their partner to the rest of the group.
3. Go over ground rules and the reasons for them. Ask them if they have rules they think the group should have. If someone suggests something, see if others think that is important and make sure everyone is in agreement. If there is hesitation, then take the time to talk about concerns and see if there are suggestions to resolve concerns.
4. Practice summarizing what the group accomplished that day and suggest what will be covered next time. Give thanks for their participation, etc.

Chapter 4: Group Process

This chapter is about working with groups. A group is more than just a collection of individuals. As people work together in groups they share common experiences, good and bad. They develop special jokes, find out each other's sore spots, and work out special sorts of interpersonal relationships among themselves. People often have a special feeling about a group - a feeling of energy or belonging in the group - that is more than their feelings about a collection of strangers or even unacquainted friends. A group is more than any one person or set of persons that belong to it. A group has a life of its own.

As you facilitate in a group, you will be aware of the meeting on two levels: content (the subject that will be dealt with) and process (how group members interact). As you prepare your agenda and define expectations with the group, you will be thinking mainly of content. But once the group starts working together, you will be just as concerned with the process. Your job as facilitator is to help group members work well together, and you should be careful that your interest in content does not distract you from also being aware of "how" the group is working. Generally, the more you are in tune with yourself, the better you will be able to facilitate. That is because to facilitate well you must be able to focus your attention outward to the group and not worry about "proving" yourself or protecting your ego. Below

we outline some of the things you should be aware of to help a group function well. We encourage you to pass on these group process skills to the groups you work with. Giving members skills they can use themselves is your best opportunity to leave them with something of lasting value.

In this chapter, we include some general information that will be useful to you in understanding what is happening in groups you facilitate - information on communication and group dynamics. We will also be describing techniques for using this information as you facilitate, such as how to phrase questions, facilitate a discussion, and use exercises. These are techniques you will use at any time in any group.

In the next chapter we will describe special techniques that you will use in certain situations.

I. Communication:

Communication is the essential ingredient of any group. It is like the cement in a brick wall. Your effectiveness as a facilitator depends on your ability to communicate well with the group and to help group members communicate well with each other. The ability to communicate effectively is a skill, and like any skill, it is best acquired through practice and self evaluation. Following is a list of rules and strategies that are conducive to effective communication. Like all the material covered in this chapter, these rules are not only guidelines for the facilitator, but also may be useful material to present as a group training. Facilitators are not the only people who have to communicate

- A. Adapt to your listeners:** Something that seems perfectly clear to you may have an entirely different meaning, or may be completely incomprehensible to the person you are talking to. Other people have had different experiences than you. As a result, they may attach different meanings to words, gestures, and appearances than you intend. To minimize this possibility, adapt:
 - 1. Your language.** Make sure that the terms you use are common usage for the group. Don't use any technical terms or jargon familiar to your studies, without making sure that all the group understands/agrees on the meaning. Slang that is common to your peer group may have others of different ages, professions, or even geographical origins, feel uncomfortable, either because it is offensive to them, or because it is unfamiliar.
 - 2. Your Style.** The way you dress, carry yourself, and interact with others will affect how well you fit in with a group. In general, if you are informal and comfortable within the group, it helps to make them relax as well. But interpret the word "informal" to be consistent with the norms of the group. Don't dress or act in ways that give a false impression, but do try to avoid turning people off by appearing strange or threatening in any way.
- B. Listening is important!** We have all heard the importance of listening stressed over and over, but listening is much more difficult than most people realize. Much of the time when someone is talking to us, we aren't really listening; but instead we are thinking about what we are going to say in answer. When you are listening to someone try not to immediately evaluate what is being said in terms of what it means to you. Instead, try to understand what is being said from the other person's perspective. Ask questions that will help you understand better what the other person is thinking and feeling. Not only will you understand better, but you will be able to give an answer that has meaning to the other, from her or his point of view.

The following exercise will help you become more aware of listening skills:

List 5 or 6 controversial topics on a piece of paper. You and one other person sit and discuss them. After each person makes a position statement, the other person should try

to summarize what the 1st person said. The 1st person then tells the 2nd whether the summary was accurate. Feedback will indicate how well both parties listen. Often, having a 3rd person observe this exercise and comment afterwards helps. It is harder than you might think.

- C. Be aware of what is happening in the group.** Various verbal and non-verbal cues tip you off to how the people you are talking to in the group are reacting. You can adjust your style (by speaking faster, slower, on a more or less complicated level, encouraging more or less group participation), or you can ask and check out your interpretations of these cues with the group and get them to suggest revisions in your method. Some cues to watch for are:
- 1. Restlessness.** Are people shifting around a lot? Are they clearing their throats or having side conversations? If so, you are probably losing their attention. You may be boring them or talking over their heads, or it may be simple fatigue.
 - 2. When silences occur,** do they seem comfortable or uncomfortable? In a tense group, silences can be agonizing. If this is the case, several things could be happening: people may be bored because you're going too slow or because your material is too simple; you may be talking over their heads; people may be uncomfortable with the topic; or people may be shy with each other and too self-conscious to talk in front of the group.
 - 3. Do people look at you when you talk?** If so they probably feel comfortable with you and are intrigued by what you are saying. If they avoid eye contact, something may be wrong.
 - 4. Do people look at each other when they talk?** Again if they do not avoid one another's gaze, it is a sign that the group is relaxed and at ease. If two or more people won't look at each other, or if two or more people will not talk to each other, there may be something wrong.
 - 5. Postures of group members.** People often lean forward and shift positions when they want to say something. Posture can also reflect tension or how relaxed a person is in the group. Naturally, posture also reflects how tired or alert people are as well.

* None of these cues can tell you absolutely what is going on. You must be aware of the situation in which they are given to even begin to interpret them. Even more importantly, you must know the individuals pretty well before you can interpret their cues with assurance. Not everyone reacts in the ways described above. These cues are listed only to serve as general indicators for you to watch for; check out your interpretations of people's cues with them.

Exercise : with a partner go back and forth in this practice. Observe a non verbal cue you witness in your partner. State what you observe and then make an assumption like: "I imagine that you....." And then ask them if its true.

Test assumptions. Communication and interpersonal relationships are based on assumptions people make about each other and about the relationship. Sometimes these assumptions are correct, but often they are only partly correct, or altogether incorrect. People generally believe that their assumptions are correct until something happens to make them change the assumption. Sooner or later, most mistaken assumptions lead to a misunderstanding of one kind or another. The longer a mistaken assumption has been held, the greater the problems that such a misunderstanding can bring. For instance, I may assume that you consider me a close

friend and trust me because every Wednesday we have coffee and you tell me about your problems. This may be correct, or you may consider me a pleasant person to kill time with while you are waiting for your ride home. In the latter case, my feelings may be hurt if I find out that you haven't told me about something important that happens in your life, and my assumption that you trust me as a close friend will be contradicted. The longer the history of our Wednesday coffee meetings goes on with misunderstanding the more upset I will feel.

It is impossible to eliminate assumptions from our relationships. Human beings cannot avoid making assumptions. However, we can minimize the problems that mistaken assumptions can cause. The way to do this is to be aware of assumptions we are making, and check them out. If you feel like group members are too exhausted to continue a session, don't just break the group up. Ask them if they are tired; do they need a break; do they want to go on or continue next time.

One kind of assumption is reflected in words like "always" and "never". When you use such words, you are being unfair to the people you are speaking about (and they will probably resent it (and you are being unfair to yourself by limiting the possibilities that you can conceive of).

- D. Give feedback.** A good way to test assumptions is to provide and ask for feedback. Ask people what they meant by a certain word, or tell them how you feel about what they just said. This will allow them to explain where they are coming from, and will let them know how you feel. Feedback is best if it is given immediately, since looking back to something that happened two weeks ago is hard for people. Feedback statements are more helpful if they are:
- specific about a behavior rather than general, "you bumped my arm" versus "you never watch where you are going";
 - tentative rather than absolute, "you seem unconcerned about this problem" versus "you don't care what happens";
 - informing rather than commanding, "I haven't finished yet" versus "stop interrupting me";
 - suggesting rather than directing, "Have you ever considered talking to her about the situation?" versus "go talk to her";
 - tied to behavior rather than abstract, "you complain frequently" versus "you are immature".

Each of these guidelines is designed to allow the other person maximum latitude in how she or he responds to you in a receptive and constructive way. At the same time, they are designed to produce constructive feedback that the other person can respond to, rather than vague judgements that show the other person how you feel, without giving them any idea how that judgement was made.

- E. How you talk creates a pattern for how others respond.** What you say determines what other people can say back. If you keep half of a conversation at a superficial level, most people you

talk to will respond at a superficial level. If you are open, other people will respond with openness. Telling people about yourself and your feelings will encourage them to respond in kind. Leave your own statements open to constructive criticism and qualification by members of the group. You can set the stage for this at the beginning of a session by saying something like, "if you think I'm off base at any time in the group, don't hesitate to let me know." This encourages people to give you feedback as well as encouraging the group to criticize itself. Don't make pronouncements on other people. Qualify your opinions as yours. Say "I think..." or "It seems to me that..." Make sure people realize that you are expressing your feelings or opinions and not making final judgements. Even statements like "It appears.." carry the subtle implication that it appears that way to everyone. Speak only for yourself. Show your commitment and concern for what the group is doing. Hopefully, you will have real commitment and concern. You can't fake it.

Everyone develops a personal style of communicating. It is important to add your individual touches to how you interact with people. In many ways, every conversation is an experiment. You can, and do, learn every time you talk to someone else. The trick is becoming aware of what you learn, and learning to use that awareness.

II. Phrasing Questions:

Stimulate discussion to analyze an exercise, to evaluate group process. Asking questions so that you get useful, constructive answers from a group is an art. You will master it mostly through practice and experience, but there are certain things you can do to make your questions clear and stimulating.

- A. Avoid leading questions.** The best possible question stimulates the group to draw its own conclusions rather than leading them to yours. "How did you feel about this exercise?" is a question with infinite possible answers. "Did the exercise make you feel uncomfortable?" is a question with two possible answers, yes or no. The first question leaves the group free to discuss whatever ideas occur and seem relevant to the members. The second question traps the discussion into a single theme, "discomfort. Eliciting a response from the group to match a conclusion you have already made smacks of manipulation. It can lead the group to distrust you. However, if group members are reluctant to volunteer comments, or if you particularly want to discuss the subject of discomfort, then state the conclusion as your own and ask the group to respond. You might say, "I sensed that many of you were uncomfortable during the exercise. Was I right?" If the group confirms your assumption, then you can go on to ask why individuals felt uncomfortable.
- B. It often helps to phrase questions in a positive manner.** Instead of asking "why won't this idea work?" ask "what problems will we have to overcome to make this idea come to completion?" Instead of asking "what went wrong with this group?" ask "what things might have we done differently to make this group more beneficial for you?"
- C. Sometimes you may want to prepare questions in advance.** This is particularly helpful with exercises since you already have an idea of what to expect and of fruitful areas to ask about. In many instances, the questions you ask will be a bridge to a set of concepts you want to draw out of the exercise. In some situations it is helpful to inform the group of what questions you are going to ask in advance. Some hints on preparing questions are:

1. What purpose does the question have? If it doesn't fit in with the purpose of the exercise or the goals of the group, you probably shouldn't be asking it. If it does fit with the purpose, think through what answers you might receive. If the answers you anticipate don't seem very informative or thought-provoking, you are probably asking the wrong question, or asking it in the wrong way. Try again.
2. When you have thought through the question, try it out on your friends. Their reactions (since they aren't planning a meeting) will be a good judge of how valuable your question is.
3. If you know the purpose of your question, ask yourself: Is a general or a very specific type of answer best for this part of the meeting? If you want general answers, or a broad range of responses, phrase the inquiry in general terms, using abstract words and short questions such as "How did you feel about that exercise?" If you want specific answers, ask specific, detailed questions.

Exercise/homework assignment: You are doing a group on how to handle traumatic stress and want to explore nightmares, somatic complaints, vigilance, emotional irritability and reactivity. What questions would you ask that would open up the discussion?

III. Facilitating Discussions:

Your role as facilitator in a group discussion will vary according to the kind of discussion. In some situations you will be a contributing member of the group as well as facilitator; in other situations it will be inappropriate for you to do much venting of your own thoughts and feelings. Sometimes you will be a resource person; at other times group members will know more about the subject being discussed than you. In most discussions, however, the facilitator's job includes keeping the discussion focused on the topic, clarifying (or asking for clarification) when something seems confusing, or helping create and maintain a situation where everyone can participate in a cooperative manner.

- A. Getting things rolling.** Some discussions don't need stimulating - they happen by themselves. In many cases, however, you will need to help the discussion get started. Following are some principles and techniques that will be helpful.
1. Everyone should know exactly what the discussion is about, and what the reason for having it is. If a discussion is not getting off the ground, if there are awkward silences where everyone looks around the room, waiting for someone else to say something, it could be because members don't know for sure what they are supposed to be talking about, or how to approach the subject.
 2. Give participants room to be involved. Being too directive in your role as facilitator may cause others to hesitate to take responsibility for what happens in the group. They may wait for you to provide all the guidance. If it seems that this is happening, make your style more low key.
 3. Be a model. Your own behavior can demonstrate to members how they can participate. If the discussion is supposed to be one in which participants relate to problems of trauma for example in their lives, it may be helpful to demonstrate how the members might approach the subject by describing an incident that you witnessed. Other members of the group may follow your example and pick up the discussion from there. You can help to set a relaxed, open and conversational example during the group.

4. Use questions to stimulate the discussion. A simple question such as “How do you feel about this problem?” is a good way to start a discussion.
 5. Listing is a technique to generate ideas or approaches that may be used as the basis for discussion. For example, if the topic is stress management, have group members brainstorm things they have done in the past to relax and unwind from stress.
 6. Going around the room and asking each person for a response is a form of listing.
 7. Write things down. The list created may become the basis for further discussion. It might be a list of the problems they encounter or a list of things that have worked for them in the past. Either way maintaining this information can be a tool for further discussion
 8. Relate the discussion to people’s immediate experiences. It is difficult for people to feel very involved in a discussion that is highly abstract or far removed from their own experiences. The more a discussion relates to people’s real experiences and concerns, the more enthusiastically they will participate.
 9. Use humor to break tension or boredom. Sometimes if you say something preposterous or do something unexpected you can catch the imaginations of people whose minds have wandered or loosen up a formal situation so that hesitant members will feel more comfortable about contributing. Different groups will react in different ways to various kinds of humor. You should know the group you are working with enough to gauge their reaction before you do anything kooky.
 10. Use your intuition in choosing what techniques to use with any particular group. Each situation will be different. As you gain experience facilitating, you will learn to adapt your style according to the group you are working with.
- B. Facilitating during the discussion.** There are many things that a facilitator can do to help along a group discussion. What you will do will depend on your abilities, your style, the particular group and the particular situation. Sometimes your concerns will be primarily with the content of the discussion, sometimes with the interactions between group members (process), most often both. Following are some general categories of facilitator behavior.
1. **Equalizing participation.** It is not realistic to assume that participation will be divided equally among all group members. Some will want to participate more or less than others. But you can try to keep one person or a small group of people from dominating the discussion and you can provide opportunities for silent members to contribute if they seem interested but can’t break into the discussion.
 2. **Keeping on the subject.** Your role may include reminding the group when the discussion is straying off the subject.
 3. **Clarifying and interpreting.** At times you may rephrase something that has been said to make it clearer, or you may interpret what it means to you, personally, or what you think it means to the group. Do this in a tentative way that leaves room for others’ viewpoints. Often, instead of doing the clarifying or interpreting yourself, you will want to suggest that a group member give feedback on something that was said.
 4. **Summarizing.** This means pulling together various parts of the discussion and summing them up. It includes stating what progress you think has been made, where you think the group is going.
 5. **Pacemaking.** It may also be your role to keep the group aware of how it is proceeding and when it may be time to move on. This includes saying things like, “Has this subject been thoroughly covered? Perhaps we should start talking about how we can use the information from our dialogue?”
 6. **Processing.** This means helping the group members work well together on an interpersonal level. This is often the most important part of the facilitator’s role. Depending on the

group's norms you may do this in many ways. In a group that is alert to its own internal dynamics, you may give direct feedback to members about their interpersonal behavior, or offer diagnostic comments about the dynamics of the group. More often, your function in processing will be to keep communication open between members so that cooperation can occur and conflict can be dealt with constructively. You may do this by providing members with opportunities to express and hear each other's feelings. Example, (saying to a group member, "how do you feel about what they have been saying?") . As you engage in behavior's to promote processing, it is important that the group understands that the facilitator's word is not law. Any interpretation or suggestion you make is subject to qualification by other participants. Furthermore, none of these behaviors is restricted to the facilitator. The more accepting the group is of the idea that all members are responsible for what is happening at the session, the more these behaviors will be demonstrated by all group members from time to time.

IV. Group Dynamics:

Group dynamics concerns how people in groups work together. Just as there are certain communication rules that will make you more effective as a facilitator, there are facts and rules about group dynamics that will help you set up a group to work more smoothly and to make your job as a group facilitator easier. We discussed some material earlier in Chapter 3 (Getting Started). In this section we will discuss several other areas of group dynamics that we think will be useful to you.

- A. Size of the group.** Some experts say 5-7 people is the ideal size for a group. Our experience has shown that this is not necessarily true in all instances. The "ideal" group size is whatever number the participants feel comfortable with. When a group discusses highly personal matters, three or four people may be the ideal size. On the other hand, when a group of people comes together for the first time, a larger number may be better. We sometimes find people seem more comfortable and willing to speak out in larger groups (up to 15) than in small groups. The larger groups probably provided more anonymity to people speaking their views in front of strangers, less pressure on individuals to carry on the discussion, and perhaps allowed a wider variety of opinions to be expressed. If the group size is something that you can control, check with the participants in advance to find out what they would prefer. Members sometimes feel left out and alienated if the group is too large for them to participate, and alienated participants are not likely to volunteer feedback about the situation.
- B. Cooperation vs. competition.** The more that people in a group cooperate with each other in activities, the more commitment they feel to the group. In many educational situations, people are forced to compete with each other for recognition or to solve problems. To a large extent this is counterproductive to a constructive group experience. In cooperative groups, people are more positive, friendly, and trusting. They are also more motivated to participate and feel that the group's work is more their own product than do people in competitive group situations. For all of these reasons, it is desirable to establish an environment of group cooperation. There are several ways to which this can be done.
 - 1.** When you are setting up expectations with the group, you can stress the importance of cooperation and how much the success of the experience depends on an atmosphere of mutual respect among group members.

2. Involving the group in setting its own direction is helpful in encouraging cooperation. Groups are usually much more committed to their activities when they decide themselves what those activities will be.
3. The facilitator's style can do much to encourage a cooperative climate in the group. You can encourage members to take responsibility by refraining from arbitrarily setting things up or making decisions yourself. It is especially important to ask for people's opinions initially, until group members get used to participating.
4. Placing a high value on cooperation does not mean that conflict should be totally eliminated. Groups in which some conflict exists are often more creative and productive than totally cohesive groups. Ideally a group will have a balance between friendly cooperation (which helps members trust each other and work well together) and the freedom to speak out and express disagreement if present (which promotes interest and the development of new ideas).

C. Leadership. Any time a group engages in difficult or prolonged activities, one or more persons will eventually emerge as informal leaders. (Alternatively, if the group has been established for a long time, formal or informal leaders will probably exist already). There are several ways that a leader can function:

1. They may serve as a model or example for the group.
2. They may help the group solve problems.
3. They may provide interpersonal smoothing between members.
4. They may make decisions for the group.

When the leader does not overly dominate the group, their leadership may be helpful. In fact, in some cases, the leader's influence may help the facilitator establish a rapport with the group, if the leader seems too dominant, though, you should not challenge them, since a power struggle would probably have a negative effect on the group. It is better to ask the group how suitable the leader's decisions or actions are. You can do this tactfully with questions like, "Does that suggestion seem okay to you all?" or "Does anyone else have any other ideas?" (Hopefully, expectations will be set so that group members will feel free to interject their opinions at any time.)

To detect who the leaders or central people in a group are, look for the following cues:

1. Who talks the most? Whose suggestions are most often accepted by the group?
2. Who do group members look at the most when they are talking?
3. Who are suggestions referred to when they come up? Who is the final arbiter on decisions?
4. Who takes the most responsibility?

D. Scapegoating. Sometimes a group will focus on a particular person to blame group problems on. This process is called *scapegoating* and can be detrimental in several ways. Scapegoating can be harmful to the individual who is the victim. A great deal of hostility may be directed toward the scapegoat, and it is often more than one person can handle. The scapegoat is often someone who has broken the informal rules or norms of the group (for instance, in a group where cognitive, logical discussions are emphasized, an individual who talks about feelings may be picked on as a scapegoat). The punishment meted out is often unjust and cruel. As facilitator, it

is your responsibility to stress the importance of not punishing someone the group perceives to be out of line. You should stress the importance of treating the matter as a group problem and not focusing on personalities. Get people to discuss why the person did whatever behavior the group is accusing them of, and how the others felt about it.

Scapegoating lets the rest of the group off the hook, allows them to shirk responsibility for problems and puts the blame on something outside themselves. It inhibits creative problem solving in the group because it limits the focus of people's thoughts and attentions.

Furthermore, scapegoating can give the group a common identity as members unite in freezing their viewpoints on a single common issue - that of blaming someone else for their problems. As facilitator, your role is to help the group face up to its responsibilities. Often you can do this by rephrasing the accusation in more general terms and addressing it as a problem to the group. For example, if someone says that "he" is a hindrance to what the group is doing, you might rephrase the complaint as follows: "The group isn't getting anything done. Such a problem is never a single person's fault, but is always caused by some shortcoming in the way the group operates. How could we redesign our structure so the group will operate more effectively?" It would also be a good idea to get the scapegoated member to express his ideas as well, so that the reasons for his behavior are clear.

It is also possible for a group to scapegoat an issue or a situation. Students may unite in blaming the "educational system" for their dissatisfaction and low education. This kind of scapegoating is as bad for a group as scapegoating an individual since it also freezes people into a single viewpoint and absolves them of personal responsibility. The facilitator handles this in the same way as previously noted.

V. Rules for Using Exercises:

Exercises are group activities, usually designed to aid learning and awareness. Exercises can be used to illustrate a concept or demonstrate a specific point, to promote self awareness, to stimulate thought and discussion, or to train participants in a certain skill. They can also be used to promote cooperation and cohesiveness between group members (team builders), to help participants become better acquainted, or to serve as an energizer or ice breaker to get things started or pick the group up when it is bogged down.

Ideas that are only abstract can be brought home and made real to people by use of exercises. Exercises are also a good way for people to learn about themselves. However, exercises are not their own justification for being. As tools, exercises serve a purpose. You should never use exercises just to fill up time or add spice to your agenda. Unless participants can understand a real purpose for doing an exercise, they will feel like they are just playing games and may resent the facilitator for manipulating them. Following are some guidelines to help you use exercises effectively.

- A. Think about the group and its needs.** Select exercises that fit the group and its goals. Be sure you know why you are using an exercise and be able to articulate this to the group. Don't use an exercise that is inappropriate.

- B. Be familiar with the exercise.** You should preview it before you use it, several times if possible. You should know what it accomplishes and how that happens. You should be aware of the possible outcomes of the exercise, of the different ways it may proceed with different people.
- C. Don't get carried away with exercises.** Don't present people with a battery of activities all designed to make pretty much the same point. For instance, if your subject is values clarification, you can find dozens of possible exercises to use. Choose a variety of these exercises and be able to articulate the differences between them, and the reasons for each one. Values clarification is directional - it helps us toward a goal, but is seldom a goal all by itself. This is true of most exercises: they are tools serving some higher purpose.
- D. Giving instructions is a very important part of using exercises.** The way you introduce the exercise can make a big difference in what the exercise means to people. Your instructions should include: explaining the objectives of the exercise; describing exactly what the participants are supposed to do (incomplete or ambiguous directions are the fault of many exercises that don't work in a group); stating what the rules of the exercise are - this includes saying what it is okay for people to do and if the participants are likely to keep their behavior within certain boundaries; and estimating how much time the exercise will take. You should also know what your own role will be during the exercise. Are you going to participate, observe, or remove yourself from the scene entirely? The way you set the exercise up can also determine the mood of the exercise. For instance, if a role play is supposed to involve a fierce competition, you may say something like "You all can use any methods for resolving this conflict that you can think of, as long as there isn't any hostility."
- E.** Once the exercise has been acted out, it is important to process the experience. This means analyzing what happened, finding out what it meant, and how this meaning can be applied in real life situations. For an exercise to be useful, people must be able to relate it to their own day to day realities. You should ask open ended questions to get people to share their experiences and interpretations. Some questions you might ask are: What went on during the exercise? Why? How does the exercise relate to ideas presented earlier in the meeting? What new concepts does the exercise suggest? Did the exercise involve particular group dynamics that are worth discussing? How was the experience of the exercise like or different from people's expectations? What relevance does the exercise have to people's personal realities?
- F.** Remember that any group member has the right to decline to participate in any given exercise or activity. It is one thing to encourage people to participate - to try to draw them out if shyness or doubt of the value of their contribution is holding them back. But when a participant expresses a wish to "sit this one out" she or he should not be pressured or made to feel bad about the decision in any way.

If you follow these guidelines, you should be able to use exercises effectively and the group should profit from them. However, even the best prepared exercises may fall short of their purpose sometimes.

Chapter 5: Special Techniques

This chapter is a continuation of group process. It includes techniques that you will not use with every group, but which are useful in certain situations.

I. Facilitating Films:

If used properly films are a valuable educational tool. They can provide visual information in areas where mere verbal description is not adequate. They can provide participants with vicarious experience of situations which would otherwise be totally unfamiliar. However, the success of using film depends on how it is presented and how the information is used.

- A. Like any other activity, a film should serve a specific purpose to the group content. The film should relate to the purpose of the group and help further the group's goals. When selecting a film, you should also consider the audience, its background, perspective and needs.
- B. Preview the film before you use it. Compare what it says/shows to what you are trying to accomplish. Will it be believable and sophisticated enough for your audience? Is it didactic, preachy, or full of absolutes? If it is, it may turn off your group. Is it the kind of film that will make people feel involved, or will they just passively watch?
- C. Before you show the film, tell the group why they are seeing it. Suggest particular things they may want to watch for.
- D. After the film, the experience should be processed (in the same way an exercise must be processed). It is not enough just to have watched a movie. In order for it to be valuable, people should be able to do something with the experience. You can help to get a discussion going by asking opening questions. You can ask cognitive questions about the content of the film, and subjective questions about people's feelings, reactions and interpretations. Depending on the purpose of the film, you can ask questions like: Why did characters behave the way they did? How did individuals in the film function in various roles? What did you like? What impressed you? Did you have any new insights? Have you ever been in similar situations?

II. Thinking as a Group:

There are many reasons why group members might want to work together to generate a list of ideas. For example they might want to try to define all of the factors affecting a certain situation, possible solutions to a problem, or ways of applying some new concept or technique. Two methods designed to tap a group's creativity in thinking this way are brainstorming and nominal group technique.

- A. **Brainstorming** is a common method used in groups to help members think of as many ideas as possible. During brainstorming the members are encouraged to produce ideas as quickly as possible without considering the value of the idea. The emphasis is on quantity, not quality. No criticism of ideas (your own or anyone else's) is permitted since people will feel more free to let their imaginations wander and to contribute freely if they don't have to worry about what others will think of their contributions. Each individual is free to make as many suggestions as he or she wishes. A recorder writes down every contribution on a blackboard or sheets of newsprint, and participants are encouraged to build on other people's ideas. Very often an idea that seems useless or silly will trigger another idea that turns out to be very valuable. After brainstorming, the group can evaluate the suggestions.
- B. **Nominal group technique** is similar to brainstorming, but is designed to encourage every single member to contribute and to prevent the more forceful members from dominating the creativity. The procedure begins with a silent period of 5-10 minutes during which each participant writes down as many ideas as possible on a sheet of paper. The ideas should be in response to a specific question that the group has agreed on. The next step is for participants to

take turns reading ideas from their lists. This is done by taking turns, each member reading only one idea at a time. Participants are encouraged to add to their lists at any time, and to build on each other's ideas. Members are free to pass at any time and may join in again at the next turn. A recorder writes all the ideas down as in brainstorming.

Only after every idea has been written down does the group discuss them. The group clarifies ideas and if everyone is agreeable combine similar ones. After the discussion phase, one way of prioritizing the ideas is for each member to pick the 5 most important ideas and rank them. Each one gets points and then the group sees where there is the highest agreement.

III. Team Facilitation Techniques:

Facilitation does not have to be a one person task. Team facilitation has many advantages. Two facilitators can serve different roles in the group and thus help each other out and provide better service to the group. And since each facilitator will have a different background and different perspective, they will have different abilities and respond differently to various situations in the group. By having two facilitators, you are increasing the amount of skills that you are taking into the group.

- A. Facilitator-Recorder.** One division of labor is to have one person act in the regular facilitator's capacity, and have the second facilitator act as a recorder. Having a skilled person to act in this role can take some of the load off the primary facilitator. In addition, the recorder can be of great assistance by providing written reinforcement of the groups' meeting.
- B. Process/Content Role Division.** One facilitator may focus on the content of the discussion, the cognitive subject matter. The second facilitator pays attention to what is happening in the group, how people are interacting. This division allows for more thorough coverage of the two roles of resource person and group facilitator. While the content facilitator can focus on presenting information, discussing ideas, etc., the process facilitator takes responsibility for seeing that a participant who is trying in vain to get a word in edgewise gets a chance to speak, that when the discussion grows monotonous and some participants seem bored, a change of pace is introduced, etc.
- C. Active/Passive.** One person plays the traditional facilitator role, while the second person is much more low key, while the second person is much more low key, identifying with the other participants and providing feedback to the facilitator.

These role divisions are not strict, nor are they the only ones possible. When two people are facilitating, it is easier to alter your role in the group. One facilitator may carry the weight for a while, then the other can pick it up. If one facilitator becomes involved in a conflict, the second can provide objective processing. If the group decides to split in two for part of the meeting, each facilitator can go with one side. A particular advantage is that the facilitators can provide each other with support, point out to each other problems that one might not be aware of, and remind each other of things that one might have forgotten, etc. A danger of team facilitation is that two people coming into a group, knowing each other, the material and their plans, and sharing the same expectations, may deliberately or accidentally manipulate the group. They can play the discussion off each other to lead it in a particular direction; they can reinforce each other's perceptions and thus be less sensitive to group input. Both facilitator's

should be alert to this possibility in order to avoid it. Team facilitation with an experienced facilitator is an excellent way to acquire experience and learn about working with groups.

IV. Conflict Resolution:

Conflict will be part of the process of any group unless everyone agrees on everything all of the time (which is very unlikely). Conflict is a necessary and creative dynamic in most relationships; it should be treated as something usual and natural, even useful, since it can force a group to become more aware of the ways in which it works, and thus encourage change and growth. However, when conflict in a group becomes destructive and causes hurt feelings, it can destroy efforts toward a common goal or inhibit participation by members who are afraid to express disagreement, or who fear being misunderstood. Conflict is also destructive when people feel put down for their opinions or feelings. It is not surprising that conflicts - either real or perceived - are usually the basis for groups falling apart. This section is designed to give you some insight into causes and consequences of conflict.

A. Types of Behavior in Conflict.

People in conflict can approach the situation competitively, or they can attempt to cooperate, while still acknowledging the existence of a conflict. When people compete in a conflict, they usually perceive that there will be an outcome in which one side wins and the other loses. If people attempt to approach a conflict cooperatively, they try to find a solution in which both parties can be satisfied win-win. People's behavior in conflict often falls into one of the styles described below.

- 1. Avoiding** occurs when one or both parties withdraw from the conflict situation. They either do not acknowledge the existence of the conflict, or they refuse to deal with it.
- 2. Smoothing** is a style in which the party emphasizes preserving the relationship by emphasizing common interests or areas of agreement and failing to confront areas of disagreement. This is often tantamount to giving in. People using this style of conflict behavior are frequently taken advantage of.
- 3. Compromising** occurs when the parties bargain so that each side obtains part of what it wants and gives up part of what it wants. Sometimes compromise is the best solution that can be found to a problem, but often parties compromise without really examining all the alternatives because they assume in advance that "splitting the difference" is the acceptable solution. What is compromised may reemerge as a conflict later on.
- 4. Forcing** occurs when one side causes the other to acquiesce, thus getting what it wants at the other's expense.
- 5. Problem solving** involves agreeing to cooperate and attempt to find a solution that will meet the needs of both sides at a level sufficient to avoid feelings of losing. It is difficult, but often rewarding style, based on the assumption that cooperation elicits the greatest rewards.

To a great extent, there are value judgements attached to these different styles of conflict behavior. However, no one style is always good or always bad. In various situations different behaviors will be appropriate. When one half the group is determined to proceed with a certain activity, but the other half strongly protests that they want to substitute a different activity, and in the meantime valuable

meeting time is being lost in what appears to be a hopeless argument, a compromise may be best, such as squeezing in both activities but in abbreviated form, or splitting into two groups. However, if the disagreement is over fundamental goals, and there is much more flexibility of time, the group may decide to attempt problem solving. If there is a petty disagreement between two members in a large group that might not meet again, it may be best to avoid the conflict.

The key to turning a conflict into something constructive to the group is flexibility. Ideally, you should be able to change your style of conflict behavior according to the situation, and you should be able to help the group recognize its style and alter its approach when appropriate. As facilitator, you will have to make judgements about your own responses to conflicts and about others' responses. For example, if there is obviously some disagreement about what the group should do next, you may see group members avoiding participation or you may see a group member trying to force the group to go their way by filibustering, cutting off other members when they speak, or by putting down those that disagree with them. Your job is to consider how the group is dealing with the conflict and decide whether you should try to get the members to adapt a different style.

The methods you might use to get participants to change their style of conflict behavior might include giving the group direct feedback about its process by describing how you perceive the situation and perhaps by making suggestions about how they might deal with the conflict differently; or you may want to provide more indirect guidance, for example, by asking some uninvolved members of the group what they think about the situation. Sometimes, you will be a participant in the conflict yourself. In that case, you must be able to step back and apply these same criteria to yourself, as objectively as possible.

- B. Diagnosis.** There are many things to consider in seeking solutions to conflict. The main one is to try to discover what must be accomplished for both parties to feel that their needs are being met. Try to sort out the real disagreements from the perceptual disagreements ie. differences which parties believe exist because they are based on unfounded assumptions about the other party or about the situation.

The following variables may be helpful in sorting out what kind of problem exists, and in choosing which style(s) of conflict behavior are most appropriate.

1. The characteristics of the parties in conflict. What are their values and objectives? What resources (information, group support, self esteem) do they have for waging or resolving conflict? What are their approaches to conflict?
2. Their prior relationship to one another. What has gone on between them in the past (earlier in this meeting, before this meeting)? What are their attitudes and expectations about each other? What does each think that the other thinks about him or her?
3. The nature of the issues giving rise to the conflict. How does each party see the issue? What effect will "winning" or "losing" the conflict have on each party? Does either party have traditions or beliefs that depend on the conflict?
4. The group environment in which the conflict occurs. What interest do others in the group have in the conflict and its outcome? Does the situation promote or discourage conflict? Are

there group norms or influences which tend to regulate the conflict? Do other group members show irritation or boredom?

5. The strategy and tactics employed by the parties in conflict. Are rewarding or punishing tactics stressed? What threats are voiced and how are they backed up. How legitimate are the two parties to each other? How open and accurate is communication between them?
6. What time restrictions are affecting the conflict? Do the parties perceive plenty of time in which to wage the conflict or are they under pressure to stop using group time for the disagreement?

C. Dealing with Conflict

1. In our experience, many conflicts are the result of poor communication or misunderstandings about expectations. It is always an asset when people can be frank about their assumptions. But since that is often difficult, it helps to remember to ask the question: Are there different perceptions in the situation? Be sensitive to the fact that often what is originally perceived as a source of conflict, may turn out not to be.
2. Another area to concentrate on in clarifying misunderstanding is goals. Ask: What is each party's goal? Is this a conflict between different goals? Between different approaches to the same goal? Between two parties different needs? It cannot be stressed enough that conflicts are much easier to deal with when people know exactly what their goals are, as individuals and as a group. Often a heated argument will occur between two parties who fail to realize that both sides are seeking the same end. In defining goals for yourself, or for your group, be as clear and as precise as you can.
3. Once you have diagnosed a conflict and understand its nature, you will be in a better position to decide what kind of conflict behavior is most appropriate. Sometimes a group encounters a problem which demands serious attention. Sometimes the immediate demands of the situation require you to intervene and impose your own ideas on the problem. When there is a substantial amount of time, and when the commitment to the group is high, following a problem solving model can usually produce a satisfactory solution. Problem solving as opposed to crisis intervention is a process in which the whole group participates.

VI. Crisis Intervention:

- A. **Deciding whether to intervene.** Intense conflict is one of a number of situations which may create a crisis in a group. Sometimes whatever is taking place in the group creates difficulties for some of the members. A particular discussion may remind someone of a painful experience. One individual may become disruptive. Such problems are shared by the whole group, and they are everybody's responsibility. As facilitator, you may want to intervene, but before jumping in, consider your options carefully. Beware of your own biases, be sure that you aren't about to over react. Can the problem be dealt with by taking a break, by being patient, or by someone else? Does the group appear to perceive the problem? If so, is it making them uncomfortable (tense, uneasy, silent)? Is anyone else doing anything about the situation?
- B. **Your role in intervention.** If a problem has become intense enough to create a blockage in group process, you may decide that intervention is necessary. You might begin by checking out your perceptions with the group and soliciting insight as to what is happening. You may deal with the problem on a content level, i.e. deal with the issue that is the subject of

disagreement, or you may deal with it on a process level, i.e. approach the way in which the disagreeing parties are behaving. You should try, as much as possible, to remain objective about the problem, acting as a clarifier and summarizer rather than as a party to the conflict. If you are already involved, it may be best to get someone else to act as facilitator for the time being.

During a crisis, people's feelings are especially important. Allow for expression of feelings, but don't get lost in them. When expressing your feelings becomes an excuse for scapegoating or generalizations (for example: "you never give my ideas a chance !") you have moved away from resolution, and are helping instead to make people more defensive or hurt.

VII. Problem Solving:

Problem solving is a cooperative way of approaching conflict in which the parties attempt to find a solution that satisfies everyone. Problem solving is a valuable process when you have time and when the individuals involved are highly committed to the process. Even when a perfect solution - one that lets everyone get what they want - cannot be found, problem solving will usually lead to the best acceptable solution. We will concentrate here on what you can do to make problem solving easier and more likely to work. Although we will be focusing primarily on conflicts between two parties, the techniques we describe can be adapted to situations in which there are more than two parties, as well as to the group decision making situations that do not necessarily arise out of conflict. This section will make more sense if you have an understanding of group process skills (in Chapter 4) and the chapter on conflict resolution before you go on.

A. Below are some conditions that should exist before you attempt problem solving for the process to be effective.

1. **Both parties must recognize that they have a common problem.** One of the most important moves in creating a problem solving situation is getting people to recognize common interests and a common ground for cooperation. A first step in this direction is to get the participants to realize that everyone involved is part of the problem, that neither side is "right" or "wrong", and that both sides must cooperate if the problem is to be solved. This is easier to achieve if group members share a basic value of equality in the group and if they have a constructive attitude toward conflict. A little beforehand education is a way to promote this. Talk to the group about conflict resolution and problem solving before conflicts arise. As facilitator, you can influence the group to perceive the conflict as a shared problem in the way you describe the situation.
2. **Both parties must perceive a balance in resources.** Approval and support from other group members, personal security, influence, popularity, information and intelligence are all resources available to group members for achieving their goals. In conflict situations, they will often employ these resources in their efforts to get their way. Problem solving is more likely to be successful if both sides perceive a balance in their resources.

This is likely to occur if neither side feels favored by the group. Ideally, the group should be supportive of both sides on a personal level, yet not take sides in the conflict. This encourages both parties to deal with the conflict, yet lets them know that, although they are

valued personally, they can't expect the group to come to their side if they press their case against the other. This makes the confrontation a fair one.

The facilitator can be a model to the group of equal treatment for all, not just during the conflict, but throughout the session. Point out that the problem is everyone's, that if everyone isn't benefited by the solution, no one will be because the whole group will be undermined.

It is also important to establish open communication and expression of feelings as a norm of the group process. Being able to say whatever is on your mind without fear of ridicule helps to create a feeling of acceptance and balance between people. If the group is nonjudgmental, problem solving will be easier.

Even if the group isn't really supportive, it is enough if both sides feel free to express themselves and if one side doesn't have any obvious alliances with other people in the group. The more people that are involved in a problem, the harder it will be to solve.

- 3. There must be trust and good faith between the parties involved in the conflict.** People must talk honestly about the problem and take the problem solving process seriously. This doesn't mean that the parties must be close friends, but they do have to have a feeling of honesty and commitment about the other person.

People are more likely to feel committed to the problem solving process if they chose to problem solve rather than having the process imposed on them by the facilitator. A discussion of the pros and cons of problem solving may promote that. However, do not pressure the group to undertake this process because you consider it appropriate. If members are to problem solve in good faith, they must choose to do so themselves.

- 4. You must have a lot of time.** For problem solving to work well, participants must be free of time restraints. If you don't have plenty of time, there will not be room for problem solving.
- 5. Threat must be reduced for all involved.** If a person feels threatened, then trust, open communication and patience are impossible. Threats close people's eyes and ears to things they would be sensitive to in a calmer situation. One way to reduce threat is to focus on the problem, not on the people. Rephrasing the problem so that it seems objective rather than someone's fault can help relax threatened people. If no one feels blamed, much of the reason for threat will be gone.

B. The Process of Problem Solving:

There are a number of recommended approaches to problem solving. This four step plan can be adapted well to a group situation, and has much in common with other methods. It is important to use an open communication style in problem solving. Questions should be phrased to be open ended, not limiting the way a person can respond. You and the participants should be willing to accept feedback from the others involved. Calling responses "feedback" rather than "criticism" helps avoid the negative associations. The steps of problem solving are:

1. Testing the perceptions by both parties. People in conflicts are especially prone to make rash assumptions about the opponents. It is especially easy for them to distort facts, assume beliefs or motives of the other party that are not present. This is not to imply that every conflict is due only to a lack of communication or that every set of parties in conflict has a broad range of common interests. It does suggest that people must get facts and feelings straight before they can deal with conflict in a clearheaded, creative manner. Some ways of achieving this are:

- a. There are a number of exercises that can help groups gain a better understanding of the dynamics involved in conflict. Exercises can be used to help people get better acquainted with each other while alerting them to stereotypes they hold of their opponents. For example: Ask participants to list the characteristics and feelings they think other members of the group might have on the basis of what they already know about them. You might ask questions like what are a group members religious beliefs or how does another group member feel about working in groups. Then have members show their lists to the person they characterized. The number of errors will portray graphically how little two people can assume they know about each other.
- b. Encourage one of the parties to exhibit cooperative behavior or point out how they have cooperated previously. This demonstrates the party's commitment to problem solving and willingness to work cooperatively. Some things to point out are: likes and dislikes that the parties have in common; values they share; goals they have in common; or ways in which one party has received help from the other in the past. In general, people tend to like those who have similar beliefs, desires, values, and interests. Take advantage of this fact to point out common ground (or better yet, get the people involved in conflict to find the common ground).

The whole purpose behind checking perceptions is to get the people involved to focus on the problem rather than personalities or other people in the group. Even if two people rub each other the wrong way and that seems to be the root of the problem, personal differences can be worked out through creative thinking and commitment in many cases.

2. Analyze the problem in as much detail as possible. The important thing in this phase of the process is to separate analysis of the problem from thinking about solutions, and both of these from the final evaluation. If you start thinking about solutions too soon, you are likely to freeze your thinking process before you get a full picture of the problem. Use these guidelines:

- a. Have people state the problems and goals in as specific a form as possible. (if you try to meet a very general goal like have "better communication" or solve a very general problem like "bad communication" you will quickly see the merit of making things as specific as possible).
- b. As much as possible, goals should be stated as common priorities rather than individual wants. By setting goals as general group aims, you avoid having them identified with any person or interest. This allows each goal and problem to be evaluated objectively rather than as a personal interest.
- c. State problems as obstacles rather than in terms of solutions. Usually the explanation will be a statement of some problem. By stating a problem rather than a need for a particular solution, you avoid getting locked into one track too soon. The group can proceed to suggest a range of solutions for the problem - some of which might be more imaginative and work better than a facilitator's ready made solution.

- d. Out of this phase should come a statement of the problems and a general set of goals which must be met if the problem is to be solved.
 3. Generate possible solutions. The emphasis here is on “possible.” At this point you don’t want to begin ruling out any ideas, making any decisions, or evaluating in any way. Generate as many ideas as possible, letting everyone participate as much as they can without doing any evaluating or criticizing as you go along. Judgements at this stage may hamper creativity. People will be hesitant to make suggestions because they will be concerned about whether people will consider their idea good enough or whether they will criticize it. At this point, you just want to come up with as many ideas as you can to consider.
 4. **Evaluation of the solutions.** In this phase the various solutions are discussed by the group and one is chosen. The best way to choose a solution is by consensus (unanimous agreement). If you vote, you are forcing a decision on the minority- which is the opposite of problem solving. Using consensus makes sure that the solution is acceptable to everyone involved.
 - a. Evaluate in terms of both quality and acceptability. Use objective criteria as much as possible i.e. pick those that everyone can agree on.
 - b. Don’t require people to justify their choices or feelings. Demanding explanations would increase the possibility of their feeling threatened.
 - c. Deal with anger and other feelings as they occur. Don’t tell people to suppress feelings until later. Dealing with feelings is an important part of the problem solving process.

In general, deal with what the group perceives as choices or options, by taking a problem-centered approach. When you have a problem to solve, you also have a criterion to evaluate possible choices by. If the group has a problem, turn it into a choice. By putting up several alternative solutions, the problem can be eliminated in such a way that all people are satisfied.

- C. **Special note on personality problems:** If you have a true personality problem, there isn’t much you can do about it. However, real personality problems are much rarer than people ordinarily assume. A “personality problem” is often a misdiagnosis or other problems that are present. For instance, two group members might repeatedly clash, disagreeing with each other at all turns and expressing intense hostility toward each other. At first glance, there is a temptation to write off their arguments as a personality clash. However, probing and careful analysis may reveal that the clash is caused by frustration rising out of contradictory definitions of their different roles in the group. The cause of the problem may be in the group process, and working on the group process can go a long way toward eliminating the personality conflict. This is not to say that personality conflicts don’t occur. It is to suggest you look carefully before you decide what the cause is. Being in a group where the communication channels are open and people are straightforward makes diagnosing problems easier. Be optimistic about the possibility of solving a problem as long as possible.

Chapter 6: What Can Go Wrong: What To DO About It

Even under the best of circumstances, certain problems may occur. As the facilitator, if you are aware of problems as they arise and you are prepared to deal with them, you can usually prevent them from marring a group session. There are a number of things you can do when you recognize a problem exists. One is to do nothing. It is not always possible or necessary for the facilitator to cure every minor ill that the group suffers. You may decide that a particular problem is not serious and if left alone may disappear or be handled by other members of the group.

I. When people are not participating or when they appear bored:

A. Situation one: One or two people have dropped out of the discussion, apparently from boredom, although rest of the group appears to be functioning well.

- 1** Try to determine for yourself whether this behavior is being disruptive to the rest of the group. If the behavior is disruptive, the person who is not participating may be expressing some kind of dissatisfaction that they don't feel able to verbalize. One way of dealing with this immediately is to ask them if there is any comment they would like to contribute. You are thus offering the person an opportunity to make any criticism that related to the disruptive behavior, and allowing the group an opportunity to deal with the problem. This solution has some potential dangers. One is that the individual involved may feel threatened at being singled out, even though the disruptive behavior was calling attention to them. Another danger is that the group may become bogged down discussing the needs or problems of one person, which may not relate to the purpose of the group. You should try to read the situation to decide if the problem should be dealt with openly by the group.
- 2** If no disruption is involved, and if normal attempts to include the dropout in group activity are ineffective, it is generally best to wait for a break in the group and approach the person privately to see if they are bored or dissatisfied. Often the answer will simply be "I'm not up for group today, I have a lot of things on my mind." You should accept and respect this kind of answer. It is not the facilitator's job to force everyone to be interested and active in the group if there are outside factors preventing this. However, if the problem has something to do with the process or purpose of the group, the facilitator can bring it to the attention of the whole group (perhaps by encouraging the individual to express the concerns involved.)

B. Situation two: The whole group, or a substantial portion, is bored or unwilling to participate.

- 1.** Consider reviewing the group goals that were set up at the beginning of the session. People may feel that what is happening is irrelevant to their concerns.
- 2.** The group may have become too abstract or intellectual. This may be the time to introduce a specific exercise or role play which will bring the group back to earth and encourage some expression and participation.
- 3.** The group may feel that the session is wandering, that there is no apparent movement toward group goals. It is important to preserve a sense of some sort of structure and movement within the group.

4. It may be time for a break. Participants' attention spans can only be expected to last two hours, at the most. When people are tired, hungry, or physically uncomfortable from sitting too long, participation will quickly drop.
5. Interjection of humor or something unexpected into the discussion is a temporary way of drawing interest back into the group.
6. You may be working at too complex or too simple a level.
7. People may be afraid of or intimidated by the facilitator or some other person in the group. Directing questions toward the rest of the group may help break down inhibitions and get the conversation moving.

II. When People Come Down On The Facilitator:

- A. **Advanced understandings:** If you have not set yourself up as leader and prime mover at the beginning of the group, and if you make it clear that the entire group bears responsibility for whatever happens, it is unlikely that you will be jumped on by the rest of the group. By making your role clear early in the meeting, you provide yourself with a precedent you can refer to if the group should forget its collective nature.
- B. Nonetheless the group may attack the facilitator for a variety of reasons, the most common being the use of the facilitator as scapegoat for the failures of the group as a whole. This is potentially a constructive situation so it pays not to be defensive. Let the group vent its frustrations, even give it encouragement, but try to steer comments away from personal attacks and toward particular problems within the group. Then lead the discussion into possible solutions after all dissatisfactions have been aired and emotions have cooled. Hear them through. Then rather than trying to defend yourself or justify each of your actions, look for frustrations which you have felt with the meeting yourself. Express these, and discuss with the group how those problems might have been avoided, not just in terms of what you could have done, but also what the group as a whole could have done. Try to make the point that everyone has a responsibility to make suggestions and provide solutions to the common group problems, and that you can help this process to the extent that others are willing to contribute and cooperate.
- C. Listen to the criticisms of your facilitation and remember them for future consideration. Facilitators are not meant to be perfect. In fact we do most of our learning from our mistakes. Direct constructive feedback on your role is not always easy to get, and can be valuable.

III. When There Isn't Enough Time To Do What You Had Planned

- A. This is the most common problem you are apt to encounter. Remember when you plan your agenda that it is easier to underestimate the amount of time needed for a section than it is to overestimate. Make allowances for this by leaving time margins in your plans. Remember to account for the fact that people may be late, that they will probably spend time chatting with each other before they will want to get down to business, and that a few will always extend the breaks beyond the scheduled amount of time.
- B. If your agenda won't fit into the time you have, get the group to help with assigning time to sections.
- C. Ask the group to help with keeping track of time.
- D. It helps to prioritize what you are trying to present. What's more important?
- E. Remind the group when time limits are being approached or exceeded. If group members want to continue with the material, have the group decide how it wants to handle this.

- F. If halfway through the group, it's apparent that time will be short, discuss alternatives with the group like extending the time or scheduling some of the material to the next meeting.

IV. When There Is More Time Than You Had Planned For

- A. There is nothing wrong with concluding a meeting a little early.
- B. Don't try to cover up the extra time with mere filler. If there is something valuable to do in the time that either you or the group suggest, by all means proceed. On the other hand if you are simply dragging things on, the extra time will be wasted or even counterproductive.

V. When Arguments Break Out In The Group.

This is a difficult situation to handle, but the most important thing is to move the discussion away from personalities and toward the actual problem. Try rephrasing the comments made into general questions to the group. It is best to discourage a back and forth exchange between the two people and to emphasize drawing others (who are more neutral and less involved in the personal antagonisms) into the discussion. Some specific approaches you might take are:

- A. Ask the rest of the group to comment on the exchange.
- B. Restate the issue being discussed with the hope of clarifying it and giving a breathing space in a fast paced discussion.
- C. Focus a question toward one of the involved parties, asking for more specific reasons for a particular point of view; then ask someone else with an interest in the discussion to comment.
- D. Ask each of the opponents to summarize the other's point of view. Sometimes simple misunderstandings of each other's position is at the base of an argument and by stating the opponent's beliefs, and giving the opponent the opportunity to correct any misperceptions, these misunderstandings can be cleared up.

These suggestions have the advantage of stopping a one to one interchange without shifting the topic off the area of disagreement. This is desirable because other members of the group may have an interest in what is going on, but have no chance to enter into the discussion, and because it is best to deal with disagreements openly rather than arbitrarily sweeping them away. Disagreements that are not resolved create frustrations and tend to reoccur later in more virulent form. Serious arguments that are resolved, however, sometimes move the group along significantly. Not infrequently, there is someone in the group who seems excessively argumentative, picking minor points in the discussion as opportunities to challenge other people or to engage in lengthy debate. It is quite easy to see how such an individual may become annoying to group members who want to proceed on to other things. So when somebody repeatedly bogs down discussion in petty argument, appeal to the other members of the group as to whether they want to continue the argument or move on. Cutting the person off yourself may be more efficient, but if done repeatedly may cause the person to resent you. By encouraging others to express their wishes, you can reinforce control of the group by its members.

VI. What Do You Do About Your Own Feelings

While you will usually not find your own feelings to be a problem (more likely they will be an asset: the facilitator is not, nor could be, a detached observer of everything that is going on) there may be occasions when you will be tempted to dominate the proceedings with your own feelings. Since the facilitator is in more of a position to talk freely and exert control than other members of the group, you should be careful that your own feelings and viewpoints are not the only ones being discussed by the group. Monitor the discussion to see if other people's reactions are being elicited and responded to. When group members speak, are they addressing their comments primarily to you, or do they include the whole group? The inexperienced facilitator is especially prone to being too active, feeling that they must respond to every little hitch in the proceedings with a comment or suggestion. Be patient and give things a chance to work themselves out before you take action.

VII. When An Exercise Flops

- A. There are two ways for an exercise to flop: when the exercise simply doesn't proceed the way it was supposed to; and when it does proceed as it should, but the group misses the point of the whole thing. If you know the exercise well (and you should) you might realize that faulty instructions, apathetic participation, or some external factor is at fault. Recognizing this, you can provide some insight to the group.
- B. When you realize that an exercise flops, the first thing to do is admit it. Point out where your expectations fell short. Find out how others reacted, and discuss why this occurred. Talk about what could have happened. Such a discussion, in itself, provides worthwhile information. Don't try to double talk your way out of an awkward situation or find significance where there is none. Others will sense your lack of honesty and may be discouraged from being sincere themselves.
- C. Be prepared to switch to something completely different. Hopefully, all the exercises you have prepared are not of the same type. The response to another activity may be completely different.
- D. It could be that the roles played by various individuals were poorly assigned. Allow people to do what they would most like to do. Their effort and imagination will be greater in such a case.

VII. Someone Freaks Out

There are many reasons why a group member might have a sudden, uncontrollable emotional outburst. The individual may feel rejected, anxious about a personal problem brought out by a group exercise, or disturbed by something expressed in the group. Unlike other potentially lengthy interruptions which threaten a group, the "freak out" cannot be adroitly sidestepped, contained, or delayed until after the group. Since the emotions expressed are strong and important ones, they change the whole atmosphere of the group and require immediate recognition and response. Of course the actual problem that causes the outburst (whether it be a serious psychological disturbance or a temporary anxiety) cannot be "solved" on the spot. The immediate need is to deal with the urgent feelings being expressed.

- A. The first thing is to remember to stay calm. If the facilitator is relaxed and in control, but expresses sincere concern, it will go a long way to making the atmosphere in the group that of dealing with one member's urgent emotional expression rather than that of an "exciting emergency".
- B. The other members of the group, unless they are threatened or frightened by the outburst, will probably be concerned and will feel sympathy for the person who is freaking out. However they

may be too embarrassed or uncomfortable in the situation to express their sympathy and support. Awareness of support from other group members will probably be helpful to the person with the problem during the outburst, and will let them feel more comfortable in the group after it is over. Don't openly elicit expression of sympathy from others, since this may cause even more embarrassment or discomfort, but allow room for other people to communicate their concern to the individual with the problem. In other words, you should not take command of the situation and brush others aside. You should respond immediately to the needs of the person in question, leaving room for others to help too. Sometimes there may be someone in the group, a friend, or someone with an intuitive understanding of the person's needs, who will be able to help better than you. Let them.

- C. This is one situation where your concern will be more with the needs of one individual than with the group as a whole. The group should understand if you step out of your role for a minute and "abandon" them. You may say "my concern right now is with _____" and then turn your attention specifically to that person.
- D. In speaking to the person who is having the outburst, trust your intuition. How you act toward the person, what you say, or what you don't say will be a spontaneous response to the immediate situation. Basically, don't try to minimize the problem or pretend that it is not serious. Recognize that the person is experiencing intense feelings and be accepting of that. Encourage the person to air all of the most urgent feelings until they are able to calm down naturally.
- E. In some instances the subject of the outburst will be a private matter and most of the group will not be involved. In this case, the group should go on with an activity or take a break, if the incident has caused a major disruption in the activity. If the person who is upset wishes to leave the room, see if they want you or another person to come along.
- F. On other occasions, the incident will involve the whole group (such as when the outburst is a product of unresolved conflict in the group, or the individual's feeling rejected by the group). In this case, the individual might not withdraw from the group to deal with the feelings. The incident may be considered part of the process of the group. Your role will still be to give the person your full attention (or allow another participant to do so, if this seems appropriate) as long as seems necessary. As the person with the problem begins to calm down, start to involve other members of the group, and encourage members to deal with the incident as a group experience.
- G. At some point, it will be time to return to the original focus of the group. When you judge that it is time to do this, ask the person's involved if they feel ready to go on. Accept that what has happened has affected the group (i.e. don't act as if nothing happened at all), but don't dwell on it after it is over. Treat the outburst as an intense, but natural venting of feelings and go on from there. (If the group has trouble setting down to business at this point, it may be a good time to take a short break)
- H. If the freaking out is treated as a private matter and dealt with apart from the group, participants may not have dealt with their own reactions to the episode and a short discussion of how the group has been affected may be necessary before going back to business.

SUMMARY

Following are some simple principles to keep in mind in preventing problems or dealing with problems that do occur.

- A. Adequate preparation for a group is the best safeguard against serious problems.
- B. Make sure you know what the group expects of you, and let them know what you expect of the group.
- C. Be flexible in your planning; have alternative sequences of items on your agenda, and substitutions in mind
- D. Don't be too serious when you confront a problem. A little humor can make the situation much easier to handle
- E. Make sure you have an understanding with the group. They share responsibility for the meeting. They are free to criticize and are responsible for letting the facilitator know what is going on and what their reactions are.
- F. Be honest with the group at all times
- G. Try to anticipate problems you might have. Catching them early has many advantages.

Group training homework

- A. Practice running a support group. A simple model to use is:
 1. Introduce a topic that you want people to speak about, examples might be times they felt anxious, concerns they have about parenting, worries they have.
 2. Ask someone to start a sharing.
 3. The next person who speaks starts by sharing what they heard the previous person say, and then say "that makes me think about....." and they share. And each person starts by rephrasing what the previous person said. This technique is called "tagging".
 4. Make sure each person shares, use open ended questions to help facilitate the dialogue.
- B. Role play some group situations
 1. Have one or two people role play being bored with what the group is talking about, practice how you would handle this.
 2. Have a person role play freaking out because they remember a traumatic event in their lives. Facilitate helping them return to a calmer state and facilitate the group's involvement.
- C. Pick topics to research and plan a teaching/exercise for a group. Example topics could be: stress management; parenting a frightened child; trauma and how it effects people and ways to manage it; bedwetting as a trauma response in children and how to help with it. Pick something that interests you and then present it to a group. Note how long you expect your exercise to go, and help facilitate a processing of the experience.

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الفصل الأول: التيسير

ما المقصود بالتيسير

مررنا جميعاً بخبرة الاشتراك مع أشخاص في مجموعة ما ذات هدف معين كمجموعات دينية، ومدرسية، ومدنية، وعائلية وربما طلب منك في بعض المجموعات التي انتميت إليها سابقاً، بأن تُشغل بعض المهام القيادية مثل قيادة شعائر العبادة أو العمل كخبير، أو مسؤولاً منتخباً في المجتمع. تختلف جميع هذه المهام القيادية بطابعها الشكلي والتنسيق لإعداد مؤتمر، وحجم السلطة التي تتمتع به تلك الادوار.

يوجد العديد من الطرق للقيام بمهام القيادة فعادة ما يكون هناك شخص من ضمن المجموعات تم تنصيبه قائداً، حيث يتحمل المسؤولية لما سيحدث في اجتماعات المجموعة فقد تم تفويض السلطة له أو لها للمبادرة وتحمل المسؤولية في الدعوة للاجتماعات، والتصرف كرئيس، وتخطيط جداول الأعمال وربما اتخاذ القرارات اليومية للمجموعة وهذا هو الشكل العام لقيادة المجموعة، غير أن الشكل البديل لهذا النوع من القيادة هو **توزيع مهام القيادة على المجموعة بالكامل بحيث يشارك جميع الأعضاء بهذه المسؤوليات**. يؤكد هذا الدليل ويصف كيفية استخدام الشكل البديل للمجموعة - "التيسير" (القيادة المشتركة بين افراد المجموعة) - وقد صُمم لمساعدة المجموعة للعمل بشكل أكثر فعالية وذلك من خلال تشجيع المهارات القيادية والإمكانيات عند جميع الأعضاء.

إننا نستخدم مصطلح التيسير هنا للإشارة إلى دور معين في المجموعة ذات صلة بقيم ومسؤوليات محددة.

القيم التي نؤكد عليها

يعمل التيسير على أفضل وجه عندما يتم قبول وممارسة قيم معينة ليس فقط من قبل الميسر بل عندما يتم قبول هذه القيم من قبل جميع أعضاء المجموعة الآخرين التي يتم فيها التيسير، وتقع عليك المسؤولية كميسر، ليس فقط بتطبيق تلك القيم في سلوكك، بل أيضاً تنميتها لدى المجموعة التي تقوم بتيسيرها.

- أ- لكل فرد من افراد المجموعة فرصة المشاركة في أي مجموعة هو أو هي عضو فيها دون تمييز. إن عملية تخطيط المجموعة مفتوحة، ويتم مشاركتها مع قائد المجموعة والمشاركين ويتم تصميم جداول أعمال المجموعة من قبل أعضاء المجموعة التي تلبي احتياجاتها وتكون قابلة للتعديل.
- ب- كل فرد مسؤول عن حياته وخبراته وسلوكه، ويتضمن ذلك تحمل كل عضو مسؤولية مشاركته في المجموعة. كميسر أنت مسؤول عن الخط الذي تضعها وما تقوم به وكيف يؤثر ذلك على المحتوى والمشاركة وسير العمل في المجموعة، كما أنك مسؤول عن نفسك وما يحدث لك ويجب أن تكون دقيقاً حول مدى المسؤوليات التي يمكن أن يتحملها الأعضاء في أي اجتماع للمجموعة. من خلال الخبرة يتعلم الافراد أن يتحملوا مقدارا معيناً من المسؤولية المتزايدة باستمرار خلال عملهم كفريق.
- ت- يعمل الميسر وأعضاء المجموعة معاً لتحقيق أهدافهم الجماعية وقد يقول أحدهم بأن القيادة هي شيء تقوم به "من أجل" المجموعة بينما التيسير هي شيء تقوم به "مع" المجموعة.
- ث- تمثل كميسر قيمك ومشاعرك ومخاوفك وألوياتك بصدق في العمل ويجب تهيئة المجموعة ليكونوا على دراية أنه من المتوقع من جميع المشاركين أن يكونوا صادقين ويعني هذا أيضاً أنه يجب عليك أن تكون صادقاً مع المجموعة ومع نفسك فيما يخص قدراتك بحيث تعرض نفسك بإنصاف ولا تحاول تجاوز قدراتك في لعب دور الميسر.
- ج- لدى كل عضو شيء يشاركه مع المجموعة وبهذا تتاح له فرصة عادلة للمشاركة. كميسر أنت تدرك أنك تستطيع التعلم من الأعضاء كما أنهم يتعلمون منك، وفي الوقت ذاته، يحق لكل عضو تجاوز أو اختيار عدم المشاركة في أي مرحلة في الاجتماع.

ما هو عمل الميسر؟

وفقاً لنوع المجموعة التي تم توضيحها سابقاً وهي المجموعة التي يشترك أفرادها بالمسؤوليات الموكلة لهم، فإن وظيفة الميسر هي التركيز على مدى عمل الأفراد معاً بشكل جيد والهدف من هذا التركيز هو التأكد بأن أفراد المجموعة يستطيعون تحقيق أهداف المجموعة. ويثق الميسر بأن كل فرد فيها يستطيع أن يتشارك المسؤولية مع الأعضاء الآخرين لما يحدث سواء بالاتصال بأعضائها لتذكيرهم بالاجتماع أو التأكد بأن كل عضو متاح له فرصة المشاركة في نقاش أو رؤية. أن جدول الأعمال يخدم هدف المجموعة وإن تأثير هذا التشارك قد يكون لتحقيق التكافؤ في مسؤولية نجاح أو فشل المجموعة والسماح للمزيد من الأفراد بالتحكم في تحديد ما يحدث فيها وما هي القرارات التي يتم اتخاذها.

يستطيع الميسر تلبية احتياجات مختلفة من خلال العمل مع المجموعة ويتم ذلك عن طريق تحديد هدف المجموعة من التعاون معاً وما هو المتوقع من الميسر. تستطيع التأثير كميسر أو خبير في ديناميكيات الحوار وذلك من خلال كيفية عرض معلوماتك وماهي الأجواء التي تهيئها للمجموعة (الحوار المفتوح مقابل المغلق، الحوار اللطيف مقابل الشديد)، ومن خلال السلوك الذي تتبعه اتجاه الأفراد الذين تعمل معهم. يستطيع تلميح بسيط غير لفظي، كمكان جلوسك على سبيل المثال، التأثير تقديم عرض شفوي عن المحتوى للمجموعة. في حال جلست في مقدمة الغرفة بمواجهة بمدى ارتياح الأفراد في نقاش يتبعه الجمهور الذين يجلسون في صفوف ويوجد أمامك منصة بحيث يكون لديك مسافة مكانية وحاجز مادي (شيء تختبئ خلفه) بينك وبين باقي الفريق، تكون بذلك أقل عرضه للتحدي من الآخرين وأنت محمي من سماع ما يقولون، وبالإضافة لذلك يكون انتباههم متركزاً نحو اتجاهك بالدرجة الأولى وليس على بعضهم البعض مما يعطيك سلطة عظيمة، وبالمقابل إذا استطعت الجلوس بين المشاركين بحيث يكونون حولك، سيحقق ذلك المساواة الجسدية في العلاقات ويسهل تعزيز التفاعل بينك وبينهم. إن الهدف من دورك كميسر أو خبير هو مشاركة المعلومات وليس تمييز نفسك عن الفريق كخبير. ومن خلال استعدادك للإجابة عن الأسئلة وتلقي التغذية الراجعة (الملاحظات)، تستطيع تحقيق ذلك وأيضاً يمكنك هذا ان تتعلم من أعضاء الفريق. نأمل أن يشرح هذا المثال البسيط بعض الحقائق عن عمل الميسر.

ليس من الضروري أن يُلقب أحد أعضاء المجموعة بالميسر من أجل أن تطبق أساليب التيسير، يمكن لأي عضو في المجموعة أن يطلب من أفرادها العودة لموضوع النقاش أو فض أنماط الصراع التي من الممكن ان تخلق سوء الفهم بين يتم مشاركة هذه المسؤوليات افراد المجموعة، وتقديم تعليقات توضيحية أو تلخيص الأنشطة أو تقديم تغذية راجعة تقييمية. في بعض المجموعات مع عدد كبير من أعضائها أو مع جميع الأعضاء، بينما في مجموعات أخرى مثل تلك التي يعتبر أعضائها أقل مهارة في عمل المجموعة، يتوقع من الميسر أن يقوم بهذه المهمة وحده.

مدونة المسؤوليات: الأخلاقيات

يوجد العديد من الطرق التي من الممكن أن يخرج فيها دور الميسر عن السيطرة ويمكن أيضاً ان يساء استخدام هذا المنصب ويحصل ذلك عادة دونما إدراك من المجموعة أو الميسر. إننا نشعر أن المسؤولية تقع عليك في منع سوء استخدام منصبك كميسر وفي حال فكرت ملياً في مدونة المسؤوليات التالية وربما ناقشتها مع ميسرين آخرين، سيكون الحفاظ على نزاهة عملك كميسر أكثر سهولة.

- أ- لا يكفي كميسر أن تتمتع بقيم التعاون والمساواة، فمعظم الأشخاص معتادون على المشاركة في مجموعات حيث يتصرف فيها شخص واحد كقائد، ويعامل من قبل الآخرين على أنه فرد مهم ويمتلك حكمة وقوة خاصة وقد ينظرون إليك كميسر على أنك صاحب سلطة ويدعونك تؤثر عليهم على نحو غير ملائم ما لم تفهم المجموعة طبيعة دورك. إن من الضروري أن تنزل عن عرشك وتدع المجموعة تنظر إليك كشخص مثلهم ويعني ذلك إزالة الغموض عن دورك كميسر وتبسيط دورك امامهم وسوف يتم لاحقاً شرح تقنيات محددة لذلك في هذا الدليل.
- ب- على الرغم من أنك تقوم بتبسيط طبيعة دورك باستمرار و بأمانة، إلا أنك ستجد أن بعض الأفراد لا يزالون يعتمدون عليك وقد يتنازلون عن جزء من قوتهم لك كمشاركين ويتطلعون إليك لاتخاذ القرارات و تحديد موقف معين والعديد من الأشياء الأخرى، وربما يكون ذلك الاختبار الأقوى لقيمتك فيما أن تقبل بذلك وتستخدم هذه السلطة أو أنك تعيد

زمام الأمور للمجموعة ليتحملوا مسؤولية قراراتهم و تعريفاتهم. سوف يكون إغراء استخدام السلطة لتلبية احتياجاتك النفسية قويا (لتعزيز الثقة بالنفس أو التلاعب في موقف لمصلحتك الشخصية أو حتى الانتفاع البسيط)، لذلك لا تعتبر حقيقة تفويض المجموعة السلطة لك عذراً في تلبية تلك الحاجات.

ت- وغير موجّه. إن دور الميسر مكررا وخفي، تنبع احتمالية إساءة استغلال منصبك من حقيقة أن الميسر يؤدي دوراً السلبي والودود وذا النية الحسنة هو أمر من الممكن أن يفسر بطرق مختلفة بحيث أنه إذا ما قورن دور الميسر الذي يتصف بهذه الأمور بدور القائد الذي يتسم بالعدائية والقوة فإن هذا الأمر فيه نوع من التلاعب بالأدوار التي لا يمكن الإفلات منه. قد يكون الفرق بين المراوغ الجذاب والدكتاتور المتسلط هو فقط مسألة ما إذا كانت المجموعة مدركة أم غير مدركة لكونها تحت سيطرة قائدها. إنها مسؤوليتك بالألا تستخدم وسائل التيسير للسيطرة على المجموعة. وينطبق هذا أيضاً على مراقبة ومنع المشاركين في المجموعة الذين ليسوا في أي دور قيادي مفتوح من استخدام هذه الوسائل أثناء اجتماع المجموعة من أجل السيطرة.

ث- لا يوجد أي معايير خارجية لتقييم الميسرين. بالرغم من أنه يمكن لأي شخص أن يسمي نفسه ميسرا، وهذا لا يعني بالضرورة أنه يمتلك الخبرة والمهارات اللازمة، أو استيعاب أعمال المجموعة. نأمل أن يستخدم قراء هذا الدليل المعلومات التي نعرضها هنا ليصبحوا مثال الميسر الفعال حقاً الذي يساعد المجموعات على العمل بشكل جيد ويتبادل المهارات مع الآخرين.

ج- كونك تعمل كميسر للمجموعة لا يعني أنك مؤهل لتكون معالج أو طبيب نفسي، سواء مع مجموعة من الأفراد أو مع فرد واحد، وبسبب الضغط على القيم الإنسانية والمشاعر التي يتضمنها عمل الميسر، فكثيراً ما يُعتبر الميسرون مصدرًا لحل المشاكل النفسية الشخصية، والتنظيمية أيضاً. لذا يحاول المشاركون أحياناً ان يتواصلوا مع الميسر، سواء أكان ذلك بشكل مباشر أم غير مباشر، للتعبير عن حاجاتهم النفسية الخاصة. من الممكن أن يكون هذا التواصل بسبب نقص موارد العلاج النفسي المتاحة لمشاكلهم الشخصية و يعد هذا التواصل بدلا من التعليق على مهارتك ك طبيب نفسي. لذا رجاءً نحن نطلب منك أن تكون حذراً ومسؤولاً في كيفية الاستجابة لهذه الاحتياجات.

ح- وتذكر أيضاً أنك كميسر لا يمكن أن تتوقع أن تلبية احتياجاتك العاطفية والنفسية من خلال العمل مع المجموعات. إذا كنت تستغل موقف معين أثناء عملية التسهيل لتلبية بعض رغباتك الشخصية (مثل حاجتك إلى الاهتمام، أو الاحترام، أو السلطة، أو لتكوين الصداقات، أو إيجاد محب) فإن هذا الأمر لن يمكنك من تلبية احتياجات المجموعة بشكل جيد. غالباً ما تتشكل عند الناس الذين يعملون في مجموعات تصورات عن بعضهم البعض تكون أحادية الجانب مما قد يسبب تفاعلات شديدة بين الأعضاء. إذا اهتمت كميسر بشكل خاص بمشاركة واحد (أو بمجموعة صغيرة من المشاركين) فمن الممكن أن تتجاهل الآخرين، أو ربما يتم اعتبارك مناصر لهذا الشخص أو الأشخاص الذين تهتم بهم. هذا الأمر قد يكون ضاراً لجميع أعضاء الفريق.

خ- وأخيراً، إنها مسؤولية الميسر بأن يتأكد إن كانت المجموعة تفهم ما يفعله معها: ما هي أهدافك، وكيف تتوقع أن تلبية احتياجاتهم، وما يمكنك أن تقدم لهم، وكيف ستفعل ذلك. إنها مسؤوليتك بأن تمثل نفسك بنزاهة، وأن تكون متقبلاً لنقد المجموعة (أنت موجود لمنفعتهم)، وأن تأخذ بعين الاعتبار تغيير أهدافك لتلبية أهداف المجموعة. إنه من حق المجموعة أن يحاسبونك على ما تفعله معهم.

جميع المواد التي عُرضت في هذا الفصل سيتم توضيحها بشكل أوسع في الفصول القادمة. ستلاحظ أن كثيراً مما نشرحه بالتفصيل في هذه الأجزاء هو مجرد المنطق السليم. أحد أهداف هذا الدليل هو مساعدتك من الاستفادة من المهارات الإنسانية الأساسية ومعرفة المنطق السليم التي تملكها بالفعل على نحو أكثر فعالية في العمل مع المجموعات. سنشجعك من حين لآخر في استخدام حدسك. لا يعني هذا دائماً اتخاذ الطريق السهل أو اتباع أكثر الاتجاهات راحةً. ستتعلم أثناء اكتساب الخبرة أن تثق بإحساسك الداخلي في تحديد اتجاه أفضل تصرف في حالة معينة بناءً على القيم الإنسانية، وتفهم الأشخاص كأفراد وفي المجموعات، وسواء أكان هذا التصرف مريحاً أم مزعجاً لطيفاً أم كريهاً، سهلاً أم صعباً. لا يقرأ المرء كتاباً ببساطة ويصبح بعدها ميسراً فعالاً. يجب أن تجمع بين التعليم الإدراكي، والخبرة العملية المباشرة، والتغذية الراجعة، والمراقبة، والتفكير من أجل تطوير الكفاءة. لقد استنتجنا أن مجموعة هذه العوامل هي أكثر أداة تدريب مطلوبة وأكثرها فعالية.

وأثناء القراءة، الرجاء أن تضع في عين الاعتبار القيم والمسؤوليات الموضحة في هذا الفصل ومن خلال استيعاب هذه المفاهيم، فإنك ستدرك أساسيات الإرشادات والمناهج الموضحة في باقي الدليل.

الفصل 2: الواجب

يدور هذا الفصل حول أهم شيء يمكنك القيام به لتحقيق تجربة جيدة لك وللمجموعة التي ستعمل كميسر لها. **التحضيرات**. لا يمكن لأي ميسر حتى ذا الخبرة العالية القيام بعمل جيد دون الاستعداد التام قبيل عملية التيسير. نحن نقصد بالواجب هنا أن تكتشف مسبقاً كل شيء يمكنك معرفته حول المجموعة التي ستعمل معها، وأن تضع خطة تتعلق بأكثر قدر ممكن باحتياجات المجموعة المحددة والغرض من الجلسة، والتحقق من الخطة مع أعضاء المجموعة للتأكد من أن هذا هو ما يريدونه. وفيما يلي بعض الأشياء التي يجب أن تأخذها بعين الاعتبار عند وضع خطتك.

معرفة وظائف المجموعات -1

توجد المجموعات لأهداف كثيرة ولديها طرق مختلفة في السعي لتحقيق هذه الأهداف. من المهم أن تتذكر مهمة المجموعة التي ستعمل معها وأن ترسم خطتك بدقة.

بعض وظائف المجموعات:

- أ. **نقل المعلومات:** تركيز المجموعة التي تؤدي هذه المهمة على تمرير المعلومات بين أعضاء المجموعة، أو بين الخبير والمجموعة والتأكيد على الوقائع والنظريات.
- ب. **اكتساب المهارات:** تركيز المجموعة المعنية بهذه المهمة على اكتساب القدرات. بينما ستؤكد مجموعة نقل المعلومات، كما ورد سابقاً، على معرفة الأساليب، تركيز مجموعة اكتساب المهارات على التطبيق العملي لهذه المعلومات. أحد الأمثلة على هذا النوع هو التدريب حيث يتعلم المشاركون ويمارسون أساليب معينة في السيطرة على الإجهاد، والتأمل، ومهارات تقديم المشورة.
- ت. **الإدراك:** مهمة هذه المجموعة يقوم بها الأعضاء أنفسهم. إذ إنها تركز على المشاعر، والوعي، والتعبير عن الذات.
- ث. **تحديد الأهداف:** ينصب الاهتمام هنا على الاختيار والالتزام- في اتخاذ قرار. يختار الفريق من بين البدائل من أجل اتخاذ قرار معين، أو تطوير سياسة، أو تحديد اتجاه معين من الإجراءات. مثال على تحديد الأهداف هو عند إصدار حكم على توصيات اللجنة الفرعية التي أكدت على نقل المعلومات. من الممكن أن يكون هذا هدف المجموعة عند تحديد الأهداف والاستراتيجيات المستقبلية.
- ج. **القيام بالمهمة:** واجب "مجموعة المهمة" القيام بعمل سواء أكان عملاً محدداً (مثل تصميم صف) أو عملاً عاماً (مثل زيادة الوعي العام عن الصدمة النفسية).

ستلاحظ أن الوظائف الثلاثة المذكورة أعلاه هي عن التعليم والعملية التعليمية (معلومات ومهارات وفهم الذات). يتضمن النوع الرابع من الوظائف صفات كل من المجموعات التعليمية ومجموعات المهام. لا تكون الخطوط الفاصلة بين هذه الفئات الخمسة حادة دائماً. قد يتغير هدف المجموعة من اجتماع لآخر، أو قد يتضمن مزيجاً من أنواع مختلفة. أثناء تخطيطك للتيسير، من المهم أن تأخذ في عين الاعتبار مهمة المجموعة التي ستعمل معها. المبادئ التي وردت في هذا الدليل قابلة للتعديل لتناسب مع أهداف المجموعة.

2- الاستطلاع (البحث)

الفئات الموضحة أعلاه هي فقط واحدة من جملة الأمور العديدة التي ستحتاج النظر إليها قبل أن تنتهياً لتيسير مجموعة. فيما يلي بعض الأسئلة التي يمكنك استخدامها لتحاول الحصول على فهم ادق للمجموعة.

أ. من هم الأعضاء؟

1. كم عدد الأشخاص في المجموعة؟
2. كم أعمارهم؟ ما هي مؤهلاتهم العلمية أو المهنية؟ هل هنالك مزج بين الجنسين؟ هل هنالك مزيج من الطبقات أو الثقافات والأعراق المختلفة؟ إلخ.
3. كم عدد من هم على اطلاع جيد بالموضوع الذي ستبحثه المجموعة؟
4. ما مدى التزام الأعضاء بأهداف المجموعة؟ ما هي دوافعهم من الحضور؟
1. ما هي نسبة التطوع في عضوية المجموعة؟ هل يأتون بمحض إرادتهم أم هل يتلقون الأوامر للحضور؟ ماذا تعرف عن فلسفة اتخاذ القرارات التي تشترك فيها المجموعة؟ يجب الحرص على عدم بناء افتراضات حول المجموعة.
2. ما مدى ترابط أعضاء المجموعة؟ ما هي أوجه التشابه والاختلاف بينهم؟ ما مدى تعايشهم وعملهم مع بعضهم البعض عن قرب؟ ما مدى معرفتهم وفهمهم وثقتهم ببعضهم البعض؟

ب. ما هي مهمة المجموعة؟

1. كيف للمجموعة أن تدرج ضمن الفئات المذكورة أعلاه تحت مسمى "وظائف المجموعات"؟
2. ما هي أهداف المجموعة على المدى الطويل والقصير؟
3. ما مدى دقة هذه الأهداف؟
4. إلى أي مدى يجب أن يعمل أعضاء المجموعة بترابط وتعاون لتحقيق هذه الأهداف؟ هل يحتاجون إلى لقاء أسبوعي؟ هل يحتاجون لعمل تدريبات أو القيام بوظيفة ما أثناء الاجتماعات؟
5. ما هو الغرض من الجلسات الخاصة التي ستحضرها المجموعة أو ستقوم بتيسيرها؟
6. لماذا تقوم المجموعة بالتيسير؟ ما الذي ترى المجموعة أنك تقدمه لهم / أو ما يقدمه الآخرون لهم ويكون أمر مهم لهم (أي أفراد المجموعة) وبحاجة له أو يرغبون بالتواجد من أجله؟

هل المجموعة طويلة الأجل أم قصيرة الأجل؟ -ت.

1- إذ كانت طويلة الأجل:

- أ- ما هو التركيب الطبيعي للمجموعة؟ كيف يكون سير الاجتماعات؟ كيف يتم اتخاذ القرارات؟
- ب- ما مدى اهتمام المجموعة لمشاعر أعضاءها؟ ما مدى تركيز المجموعة على أسلوب الفهم والتواصل بين الأعضاء؟
- ت- ما مدى فعالية عملهم نحو الوصول الى اهداف المجموعة؟ ما مدى رضاهم عن الطريقة التي يؤدون بها الوظيفة؟
- ث- ما الذي يمكنك معرفته عن التفاعل الداخلي للمجموعة؟ من هم القادة؟ ما هي الضغوط الموجودة داخل المجموعة؟

2- إذا كانت قصيرة الأجل:

قم بمراجعة الأسئلة المتعلقة بالمجموعات طويلة الأجل. قد تكون قادراً على الحصول على معلومات مماثلة حول التجارب السابقة لأعضاء المجموعة.

ب- ما أسباب مشاركتك؟ ما هو الظرف الذي بموجبه تم تشكيل المجموعة؟

ت- هل سيتعرف أعضاء المجموعة على بعضهم البعض؟

ما مدى تفاوت أو تجانس محتوى الخلفيات المعرفية للمشاركين؟ -ث

بالطبع هذه القائمة ليست كاملة، ولا يمكنها أن تكون كذلك. ومع ذلك، فإننا نحاول الإشارة إلى زوايا مختلفة قد ترغب في متابعتها في الاستطلاع (البحث) حول المجموعة قبل أن تقوم بتيسيرها. إذا اجتمعت المجموعة بشكل منتظم، فقد تستفيد من الحضور ورؤيتهم عند قيامهم بالعمل أولاً.

تعتبر الإجابة على هذه الأسئلة وما شابهها خطوة مهمة لعملية التخطيط. على سبيل المثال، إذا كان لدى المجموعة هدف محدد ومحدد بشكل جيد، فستحتاج إلى وضع خطط متناسقة قدر الإمكان مع هذا الهدف. ولكن إذا كانت المجموعة موجودة بشكل أساسي لتلبية احتياجات أعضائها، فمن الممكن أن تكون خططك أكثر مرونة وقابلة للتكيف مع سير كل جلسة. إذا كنت ستصبح مصدرًا لتقديم المعلومات، فمن المهم معرفة مدى تطور معرفة الأعضاء الحالية بالموضوع. يمكن التخطيط للتدريب بشكل أفضل عندما تدرك مدى المعرفة السابقة للمشاركين بهذا النوع من النشاط. على سبيل المثال، لن تحتاج المجموعة التي كان لديها لقاءات لمدة ستة أشهر إلى قضاء الكثير من الوقت في تقديم الأعضاء، ولكن إذا كانت الجلسة عبارة عن اجتماع أو ورشة عمل لمرة واحدة، فستحتاج إلى ذلك. كلما عرفت أكثر عن المجموعة قبل أن تخطط للجلسة، كان إعدادك لنفسك أفضل مما يتناسب مع تلبية احتياجاتهم وتوقعاتهم بطريقة تكون ذات منفعة بالنسبة لهم.

III. التفاوض:

بمجرد أن يطلب منك تيسير مجموعة، ستحتاج إلى إعداد عقد، سواء كان مكتوباً أو شفهيًا، لتحديد جميع التفاصيل الرئيسية والترتيبات المهمة للمجموعة.

قد يفضل بعض الميسرين إبقاء الأمور غير رسمية لتجنب التعامل مع الكثير من التفاصيل. ومع ذلك يمكن ان يكون هذا الامر مجازفة تؤدي إلى سوء فهم وحصول نزاعات خاصة إذا كان للميسر وأعضاء المجموعة توقعات مختلفة. ومن المهم جدا أن تعرف مسبقا ما هي احتياجات وتوقعات المجموعة، وأن تعرف ان المجموعة تفهم وتوافق على ما تنوي القيام به.

أ- في أول عملية تفاوض تقوم بها:

ستحصل على فكرة عامة حول شكل المجموعة وما تبتغيه منك في هذا الاجتماع مع أعضاء المجموعة او ممثلها. في هذه (التي تم المرحلة، حاول أن تحصل قدر الإمكان على إجابات لأكثر عدد ممكن من الأسئلة تحت بند (الاستطلاع والبحث) نكرها سابقا. بالإضافة إلى ذلك، سوف تحتاج إلى معلومات مثل:

- كم ستكون مدة كل جلسة؟

- أين ستعقد، ما نوع المعدات المتاحة؟

- إذا كانت المجموعة جزءاً من برنامج أكبر، فما هي الأنشطة الجماعية التي تسبق هذا البرنامج أو يعقبها.

حاول أن تكشف قدر المستطاع ما تريده المجموعة منك بوجه التحديد. دعهم يعرفون ما تنوي القيام به. تحقق ما إذا كان هناك أي جوانب "محظورة" عليك تجنبها. حدد أي اختلافات فلسفية كامنة لاتخاذ القرار قد تكون بينك وبين المجموعة

ومعرفة ما إذا كان يمكنك حلها. إذا لم تحقق ذلك، فربما يجب عليهم إيجاد ميسر آخر. إذا كنت تحاول تحقيق غرض معين، فيجب التخطيط لطريقة متابعة عمل المجموعة بعد الانتهاء من العمل معها لمعرفة مدى تحقيق ذلك. اطلب التغذية الراجعة (الملاحظات) على الأفكار التي لديك قبل أن تخطط لجدول الأعمال.

في ثاني عملية تفاوض تقوم بها: ب.

الآن يجب أن تكون قد طوّرت جدول أعمالك الذي خطّطت له، أملين بأن يكون قد تم ذلك مع أعضاء المجموعة أو بمساهمات ممثلي المجموعة. ويتم هذا عندما تتأكد من أن خطّطك مقبولة ومرضية لهم. وفي حال قالوا: "في الواقع ليس هذا ما طمحنا له"، فيكون هذا الوقت المناسب (الآن) لأن تدرك ذلك، وليس أثناء عقد جلسات المجموعة. يجب أن يكون جدول الأعمال الذي يتم تقديمه مرناً، ولكن يجب ألا يكون غامضاً بحيث أن لا يمكن المجموعة من تكوين تصور لما يمكنهم توقعه فيما بعد. في بعض الأحيان، لا يمكن أن تتم عملية التفاوض بشكل كامل بالطريقة التي تم اقتراحها هنا. ومع ذلك، كلما قمت بعملية التنظيم بإمعان أكثر مع المجموعة بشكل مسبق، كلما أصبح من المتوقع أن يكون لديك جلسات جماعية تسير بسلاسة. بنتائج تلقى استحسانك واستحسان المجموعة.

عندما تكون قد وضعت خطّطاً مع ممثل المجموعة، فمن المستحسن أن تقضي بضع دقائق في بداية الأمر لتلخيص أسس الاتفاق والخطّط في سبيل طرح الموافقة المبدئية للمجموعة. في جلسات المجموعة المطولة ذات (اجتماعات متعددة)، يجب أن تستعد لاحتمالية رغبة المجموعة بتغيير جزء من جدول الأعمال من البداية حتى النهاية. ويعني هذا أن جدول أعمالك يجب أن يكون مرناً بالطريقة التي يستطيع من خلالها أن يقدم للمجموعة فرص متكررة لتقديم التغذية الراجعة واقتراح تعديلات.

IV. رابعاً التخطيط للجلسات:

إذا اتبعت إرشاداتنا حتى الآن، فستكون قد وضعت أساساً جيداً لطرح الخطّط. إن أهم مسألة يجب التنبيه إليها عند التخطيط للمجموعات هو معرفة ما تريد تحقيقه بالضبط والتأكد من أن كل شيء في جدول الأعمال يرتبط منطقياً بهذا الهدف.

تحديد المحتوى ذي الصلة بالموضوع: يجب أن يكون المحتوى المختار للطرح أثناء الجلسة ملائم للغاية التي وجدت (أمثلة: مهارات إدارة الإجهاد، التأمل، معلومات رعاية الصدمات من أجلها المجموعة وذات منفعة لأعضائها.. النفسية، هيكل مجموعة الدعم الذي ستستخدمه، وما إلى ذلك). بعض الأشياء تحتاج إلى اخذ بعين الاعتبار مثل الخلفية المعرفية للأشخاص في المجموعة، الوقت والبيئة التي يتعين عليك العمل فيها وقدراتك. إذا كنت ستقوم بتقديم معلومات جديدة، فكر بكيفية تقديمها حتى تكون مفيدة لأعضاء المجموعة. وضح النقاط بإعطاء أمثلة يمكن لأعضاء المجموعة إن الطريقة لتقييم المادة هي ان تحاول أن تحدد بالضبط كيف ستكون هذه المادة قيمة ومهمة. فهمها الحديث عنها للمشاركين في المجموعة. إذا لم تقدر أن تقترح أي شيء أكثر من إعطاء إجابة غامضة، عليك إعادة النظر في المادة أو طريقتك في تقديم هذه المادة.

تقديم المحتويات بطريقة منطقية على سبيل المثال، ينبغي أن يُمارس تمرين التواصل الجماعي جنباً إلى جنب مع مناقشة التواصل الجماعي وليس عن طريق عرض فلم عن المشاكل العاطفية، ينبغي أن يكون هناك تدرج منطقي من عنصر لآخر في جدول الأعمال.

تخطيط الوقت: عندما تكون لديك فكره عن محتوى الجلسة، حاول ان تحدد كم سيحتاج كل جزء من البرنامج من الوقت. ومن الأفضل الأخذ بعين الاعتبار انه احياناً قد يتبقى معك بعضاً من الوقت او ينقصك بعض الوقت. يمكنك تقصير اي جزء من البرنامج أو الاستغناء عنه في حال لم يتبقى وقت. إن أية مادة اضافية من الممكن أن تكون مفيدة إذا كان لديك وقت أو إذا أرادت المجموعة ان تعالج موضوعاً معيناً بعمق أكثر من المحدد له في جدول أعمالك الاصيلي.

فكر في سرعة العمل: خطط لتحقيق التوازن لحزمة متنوعة من الافكار خلال الوقت المحدد للجلسة. سيتمكن أعضاء المجموعة من التركيز لفترات أطول إذا وجدوا تغير متفاوت في سرعة العمل. على سبيل المثال، نقاش طويل بدون استراحة قد يُشعر الناس بالملل. وفي أغلب الأحيان تعمل بعض التمارين على تنشيط المشاركين وتحفزهم على النقاش. ومن ناحية أخرى تكرر الأنشطة التي تتطلب طاقة سيئع الاشخاص. وبعض التجارب تكون ذات فائدة أكبر بعد إتباعها بفترة راحة قصيرة، مما يتيح للأشخاص إعادة التفكير وفهم أحداثها. خطط لوتيرة عمل متوازنة مرنة فيها تغييرات منتظمة. لا تخطط جدول أعمال ينتقل من نشاط الى اخر بحيث تصبح وتيره العمل متقطعة ومربكة للمجموعة.

ج- استخدم مجموعة متنوعة من الاساليب: خذ بعين الاعتبار ان الناس لديهم خمس حواس (على الأقل) ومن المؤسف أن تتعلق كميسر في نشاط المجموعة بالتركيز على حاسة واحدة فقط. المشاركون سيقدرون تعدد الوسائل المستخدمة في عرض المعلومات ومشاركة الافكار. تعتبر المحاضرات والرسومات التخطيطية والأفلام والتمارين والعصف الذهني وغيرها من التقنيات ذوات القيمة عالية، خصوصاً عندما تجتمع. عادة ما يتذكر الناس المزيد من المعلومات التي يتعلمونها عن طريق النشاطات التفاعلية مثل (لعب الأدوار على سبيل المثال مع المناقشة) ومن المعلومات التي يتعلمونها بمجرد الجلوس بشكل غير تفاعلي على سبيل المثال (القراءة والاستماع). ومع ذلك، لا تستخدم أساليب مختلفة للتنوع فقط. فهي مفيدة فقط عندما تتعلق حقاً بالموضوع الذي تعمل به وتقدم نوعاً من التوازن.

ح- حدد بداية ونهاية: كل جلسه ينبغي ان تحتوي على مقدمه يتم بها التعريف عن النفس (بحال تواجد أعضاء جدد)، تذكير بسيط بأحداث الجلسة السابقة، مناقشة المخططات، تحديد التوقعات، وأيضاً بالنهاية تلخيص وتقييم الجلسة والتي يتم تحديد من خلالها ما تم تحقيقه من توقعات و اهداف الجلسة.

خ- أعطي اهتماماً للمنتصف: طريقة عمل المجموعات ليس كهضبه مستوية من البداية الى النهاية. تمر المجموعات بدائرة من التفاعلات البشرية، البحث عن المعلومات، بناء البنية التحتية، وعمل بناء قبل الوصول الى النهاية. ومن الجيد ان يكون لديك فهم تام لهذه المراحل عند تخطيط نشاطات ووقت الجلسة.

الفصل 3: البدء بالعمل

قبل ان تبدأ الجلسة اجلس بمفردك وخذ القليل من الوقت. سيتيح لك هذا الامر الفرصة لتصفية افكارك، وترك نشاطات وهموم اليوم خلفك للتركيز على الجلسة التي ستقدمها. تأكد من وضوح جدول الاعمال في ذهنك. سيجنبك هذا الشعور بالارتباك عند بدء العمل، وبالإضافة الى ذلك، إذا كنت تعرف خططك وأهدافك ستكون أكثر مرونة وسيكون من السهل عليك ان تقوم بإجراء التعديلات على جدول الاعمال إذا ما احتاج الامر إلى ذلك.

اللحظات الاولى من دخول المشاركين من الباب مهمة جداً في تشكيل الانطباع الأول الذي تأخذه عنهم ويأخذه عنك. راقب الافراد، يمكنك تعلم الكثير عنهم من خلال مراقبة تصرفاتهم اللفظية وغير اللفظية مكوناً من خلالها فكرة عن الطريقة التي سيتعامل بها الافراد مع بعضهم البعض.

-هل يتكلمون مع بعضهم البعض عند دخولهم؟ إذا كان الامر كذلك، عن ماذا يتكلمون؟ وإذا لم يكن كذلك، ما نوع التعابير التي تعتللي وجوهه

-إذا كان المشتركون يختلفون في العمر، الجنس، او في العرق، هل يختلطون مع بعضهم البعض؟ وإذا لم يكن كذلك، قد يظهر بعض التوتر او سوء تفاهم فيما بينهم.

من الضروري ان تأتي في الوقت المحدد إن لم يكن أبكر قليلاً. حتى وإن أتحت لك الفرصة للعمل مع نفس المجموعة، سيتيح لك هذا أن تعرف أكثر عن انطباعهم والإحساس بجو العمل في هذه الجلسة، وأيضاً يعتبر من اللباقة والاحترام أن تأتي في الوقت المحدد للمجموعة و أن لا تتأخر.

في المجموعات، قد يكون لترتيب مقاعد الجلوس تأثيراً كبيراً على ديناميكية الفريق. إن لترتيب مقاعد الجلوس بشكل المناسب التحكم بمن يتكلم وبمن يسيطر على نشاطات الفريق. ومن الضروري سهولة تبادل النظرات مع كل المشاركين. والأهم قدرة الميسر على تبادل النظرات مع الجميع. الجلوس بشكل دائري هو أفضل ترتيب. حيث يتيح هذا الترتيب للأشخاص القدرة على رؤية بعضهم البعض بوضوح، مما يؤدي إلى الكشف عن همومهم.

وبما أن أغلب الأشخاص يميلون للتعامل مع الأشخاص القريبين منهم (أي الجالسين بجوارهم)، سيكون من الأفضل لو طلبت منهم عدم الجلوس بجانب أصدقائهم أو أصدقائهم المقربين، ومعرفة ما إذا كان ترتيب آخر مريح أكثر بالنسبة لهم. هذا مهم بشكل خاص في المجموعات قصيرة الأجل، أو عندما يكون مكان الجلوس مهما لتحقيق تواصل أكبر عدد من أفراد المجموعة المختلفين. عند الجلوس بجانب أشخاص لا يعرفونهم ودائرة جديدة من الأشخاص سيشرحهم هذا الأمر على التعرف على باقي الأفراد في المجموعة. سيخلق هذا الأمر جواً حميماً مما يعمل على استبعاد تكوين أي دوائر ومجموعات صغيرة متحيزة بين المجموعة الكبيرة.

لقد وجدنا ان المقدمات مهمة جداً والتعريف بالذات امر مهم في المجموعة، في كلتا الحالتين عند تعريف الميسر عن المجموعة، وعند تعريف كل شخص من المجموعة عن نفسه. تعريفك عن نفسك يجب أن يحتوي على شهادتك العلمية - وما الإمكانيات التي تبرر وجودك هناك. حينها يكون لديك فرصة في وضع أساسيات المشاركة المتساوية عن طريق التعريف عن نفسك كشخص وكخبير. و وفقاً للموقف (إذا ما كان رسمياً، غير رسمي، كان جو من الجدية أو المتعة) يمكنك أن تجعل نفسك سهل التعامل *للمشاركين وتترك لهم فرصة التعرف عليك.

نقترح بشدة أن تحفظ أسماء أعضاء المجموعة بأسرع وقت ممكن. سيتطلب هذا المزيد من الاهتمام والانتباه، لكن سينال تقدير واحترام المجموعة وسيسمح لك هذا بالتواصل مع أعضاء المجموعة بشكل شخصي أكبر. إحدى الطرق التي تساعد على ذلك هي أن ترسم مخطط للجلوس بأسماء كل عضو من المجموعة عند تعريف كل شخص لنفسه. سيسمح لك هذا بحفظ أسمائهم من دون الاضطرار للسؤال عن أسمائهم مراراً وتكراراً. طريقة أخرى من الممكن ان تقوم بها في حال كان الامر ملائماً، استخدام بطاقات أسماء في بداية الجلسة، وخصوصاً عندما يكون أعضاء المجموعة غرباء.

طريقة اخرى للتعرف أن تطلب من الأعضاء الانقسام إلى مجموعتين أو ثلاثة والتحدث إلى بعضهم البعض لبضعة دقائق. بعدها تعيد الجميع إلى المجموعة الكبيرة ماراً على الجميع جاعلاً كل شخص يعرف عن الشخص الذي تكلم معه. سيساعد هذا في المجموعات التي لا تعرف بعضها البعض، هذه الطريقة ستسمح للجميع بالتعرف على شخص واحد على الأقل بسرعة وتساعد بخلق جو أكثر استرخاءً.

قد يساعد التعريف عن النفس أيضاً في بدء النقاش في الجلسة. على سبيل المثال، يمكنك الطلب من كل عضو عند التعريف عن نفسه أن يذكر موقف ما، أو ذكر مسألة ما تؤرقه، أو أي سؤال عن حياتهم ذا صلة بالموضوع المطروح. وقد طلبنا أيضاً من المشاركين طرح توقعاتهم في الجلسة الأولى عند التعريف عن أنفسهم. يساعد هذا في طرح الأجندات المخفية إلى العلن، مساعداً في تحديد إذا كان هنالك أي حاجة إلى تعديل جدول الاعمال المخطط له، وسيمنع توقعات غير محققة من خلق تيار من الاحباط وعدم الرضا في المجموعة.

توضيح الأدوار:

توضيح دور الميسر: العديد من أعضاء المجموعة لا يعرفون دور الميسر وأسلوبه القيادي عليك توضيح هذا الدور لجميع أعضاء المجموعة. حتى عند التوضيح سيكون هنالك ميول بسيط لمعاملة الميسر كصاحب سلطة. سيكون عليك مساعدة الأعضاء لرؤيتك كمجرد شخص آخر مثلهم. الأشياء التي يمكنها أن تساعدك في هذا الأمر تشمل ما يلي:

1- يجب أن تكون متواضعا تجاه مهاراتك ومصادرك. إن ما تقوله عن التيسير يمكن أن يساعد الأشخاص في رؤية أنك تمتلك مجموعة من المهارات التي يمتلكها الجميع إلى حد ما، وأنت تلعب دور الميسر لأنه أتيحت لك الفرصة لتطوير هذه المهارات لتكون مفيدة للآخرين ليس أكثر من ذلك.

2- شرح الأسباب الكامنة وراء ما تفعله. إذا وضحت الغاية من إدخال تمرين ما أو التدخل في نقطة معينة، فإن أدواتك ومهاراتك تصبح قابلة للتطبيق على أرض الواقع وبهذا يتمكن أعضاء المجموعة من تقييم أنفسهم. تاركا المجال مفتوحاً للاقتراحات والبدائل وأيضاً للنقد البناء، إن توضيح المنطق الذي تبني عليه تصرفاتك يجعلك أقرب من أعضاء المجموعة. حتى يتمكنوا من فهم ما تأمل بإنجازه وألية صنع قراراتك، وبأنك لا تخفي عنهم شيئاً مما يمكن الأعضاء من ان يعتبروك شخص موجود في المجموعة لتلبية حاجاتهم.

3- احصل على التغذية الراجعة وادرسها بعناية من خلال اظهارك للمشاركين أن وجهات نظرهم مهمة، تعامل مع أفكارهم بنفس أهمية أفكارك.

مشاركة المجموعة قائمة على المساواة، بحيث يتشارك الاعضاء ببعض مسؤوليات رعاية المجموعة وهذا قد يكون مفهوماً جديداً للبعض منهم أو لكافة الأعضاء. قد تحتاج إلى وقت لتوضيح ما تتوقعه من أعضاء المجموعة *لا يمكنك تيسر العمل بشكل منعزل عن المجموعة فهو يتطلب مشاركة جميع الأعضاء، يتشارك الجميع مسؤولية ما يحدث في المجموعة، فالميسر لا يستطيع إلزام أعضاء الفريق بسلوكيات معينة. يمكن للمجموعات ان تعمل بشكل تعاوني فقط حين يرغب جميع أعضائها بذلك.

الاتفاق على الخطط:

من المهم ان تعرف توقعات المشاركين من جلسات المجموعة. يستحسن ان يقوم المشاركون بمشاركة توقعاتهم ضمن جلسات المجموعة ومن ثم الرجوع إلى القائمة الخاصة بالتقييم لمعرفة إذا تمت تلبية التوقعات على نحو كاف. وحتى في المجموعات الصغيرة فإنه من المهم قضاء بعض الوقت مع أعضاء المجموعة للحديث بشأن توقعاتهم إذا اختلفت توقعاتهم عما تعتقد كميسر، يمكنك إما استيعاب التغيير في اختلاف التوقعات عما كنت تعتقده أو على الأقل أن تكون قادراً على توضيح هذا التناقض للمجموعة منذ البداية، مما سيقبل من حدوث أي ارتباك أو يسبب شعوراً بالإحباط.

في كثير من الأحيان عدم تطلب سماع توقعات الناس، سوف تقدم المجموعة قائمة طويلة متنوعة من الاهتمامات والتوقعات المتباينة. إن من المهم ألا توهم المجموعة بامتلاكك الوقت أو القدرة على تحقيق كل من هذه التوقعات. يجب أن تبدأ كل جلسة باستعراض جدول أعمال-أي اشرح ما تأمل بإنجازه خلال الجلسة ومقدار الوقت المخصص للأعضاء. يقدم جدول أعمال الفريق فكرة أفضل عما سيحدث في كل يوم ضمن المجموعة وكل ما يطمح الأعضاء بالوصول إليه.

المراحل التي تمر فيها المجموعات

تمر معظم المجموعات بمراحل يمكن التنبؤ بها خلال نشاطاتها ومن المهم جدا في بداية كل جلسة ان يتم فهم هذه المراحل لأنها تؤثر على مسار الاجتماع وديناميكية التفاعل ضمن المجموعة. إذا فهمت هذه المراحل ستكون قادرا على ملائمة محاولة التغلب على مشاكل سوء بناء العمل، وبالطبع، وتعديل بناء العمل الذي خططت له مع احتياجات المجموعة بدلاً من كل مجموعة تتصرف بشكل مختلف ومعرفتك لهذه المراحل ستمكنك من الانسجام مع ما يحدث بالمجموعة بشكل أكبر. المراحل:

- F. التفاعل الاجتماعي:** في بداية الاجتماعات يجب المشاركون أن يتبادلوا الملاحظات التي ليست من ضمن أهداف المجموعة في اليوم الأول. وهذا يوفر للأعضاء فرصة للتعرف على بعضهم البعض.

هذا يساعدهم أيضا بالشعور انهم جزء من المجموعة، ويخلق جوا من الراحة فيما بينهم ويعمل على توحيد الأعضاء تحضيراً للمراحل الأخيرة من ضمن عمل المجموعة.

G. البحث عن المعلومات: هذه المرحلة تساعد الفريق على تحديد ما هو متوقع فيما بعد عبر إعطاء جميع الأعضاء فكرة كاملة بقدر الإمكان عن الذي سيقومون به. وفي هذه المرحلة، يجيب الفريق على مجموعة من الأسئلة والتي تضمن: من؟ ماذا؟ لماذا؟ متى؟ والتي تتعلق بأنشطة الفريق. استعراض جدول اعمال الفريق هو جزء من البحث عن المعلومات.

H. تأسيس بناء المجموعة والقواعد الأساسية ان وجود بعض القواعد الأساسية يساعد جميع أعضاء الفريق في خلق شعور الأمان والراحة فيما بينهم. من أكثر القواعد شيوعاً:

6. كل ما يقال بين أعضاء المجموعة يجب أن **يبقى بينهم وان لا يخرج عن نطاق المجموعة**. وهذا يعني انه على أعضاء المجموعة الامتناع عن الحديث عما يقال داخل المجموعة عن بعضهم البعض وأن يبقى كل ما يقوله كل عضو أمر سري ولا يمكن مشاركته مع الآخرين.

7. على أعضاء الفريق الامتناع عن النميمة وعدم القيام بأي تحليل عدائي لما يقوله كل شخص (إطلاق احكام سلبية).

8. يجب تشجيع أعضاء الفريق على اقتراح قواعد أساسية تحفز الشعور بالأمان والانفتاح للمشاركة فيما بينهم.
9. قد تكون هناك بعض الظروف الخاصة مثال عندما يأتي أعضاء الفريق إلى الميسر للشكوى عن عضو آخر في الفريق. في معظم الحالات، سيكون من الأفضل التشجيع على طرح هذه القضية في المجموعة، لأن ما يحدث في المجموعة ينتمي الى المجموعة. عادة، من المفيد وجود "نموذج" لحل بناء للصراع / انتقاد بناء، يستخدمها الفريق. يوجد بضعة أمثلة منها:

c. "عندما قلت ___ ، هذا جعلني اشعر ___ ، ويعمل بشكل أفضل بالنسبة لي ان ___ . هل يمكنك أن تفعل ذلك؟"

d. "عندما قمت ___ فهذا يذكرني بالأوقات التي قمت بها (شيئا من هذا القبيل) ___ . ما ناسبني في هذا هو ___ وما لم يناسبني هو ___ . وسوف يساعدني أكثر إن استطعنا أن ___ ."

5. في حالات نادرة، يكون الصراع عميقاً جداً لدرجة أنه من الأفضل أن تجتمع الأطراف المتخاصمة خارج الوقت المخصص للمجموعة من أجل حل هذه الصراعات.

العمل البناء: يقوم الفريق هنا بإنجاز النشاطات المحددة. يرتبط تطور هذه المرحلة بمدى نجاح المراحل السابقة. إذا لم يتم إنجاز المراحل السابقة بشكل كامل، فقد تكون هناك مشاكل في هذه المرحلة. قد يكون للبعض غايات خفية، أو يشعر البعض بالانعزال من قِبل الفريق، أو انهم لا يفهمون ما يحدث حولهم.

J. نهاية طبيعية كنوع من الخلاصة، وايضا الى اتخاذ قرار حول ما يجب **نقطة نهاية:** تحتاج المجموعات الى نقطة انجازه في المرة القادمة. يجب الوصول لهذه النتائج في ختام كل اجتماع إن أمكن ذلك. فمن دون الوصول إلى ختام موجز، قد يبدو النشاط بلا معنى وغير مرضي للأعضاء. فالجميع يرحب ببعض من التعزيز الإيجابي على أقل تقدير.

هذه السلسلة من الطرق هي مجرد واحدة من مجموعة من الطرق لتوضيح نشاط الفريق، ولكن نحن نجدها مفيدة خصوصاً من وجهة نظر عملية التيسير. عندما تقوم بالتخطيط لمجموعتك، يجب الأخذ بعين الاعتبار انه خلال الجلسة ستمر الجلسة بهذه المراحل كافة، وأنه قد تمر بمراحل مشابهة في نشاطات اخرى محدده للفريق ككل. وبصفة عامة، سيكون الفريق أكثر سعادة وأقل إحباطاً إذا تابعت المراحل الى اخرها دون التجاوز عن مرحلة ما وابقاها من منتصف النشاط، وسيكونون أقل إحباطاً أيضا اذا تأكدت من أن الأنشطة تتناسب مع كافة متطلبات المرحلة.

إذا حدثت وكنت في منتصف اي نشاط او مناقشة ولاحظت ان الفريق قد تراجع الى مرحلة سابقة (عادة ما تكون في سياق التفاعل الاجتماعي)، فمن المحتمل انه هذه المراحل لم تتم على النحو الكامل، او ان النشاط لم يكن محدداً او منظماً بشكل كامل، او ان الفريق قد تسرع في انجاز النشاط دون التطرق الى مرحلة التفاعل الاجتماعي على الاطلاق.

ونأمل أن هذا الفصل المتعلق بالشروع في عمل التيسير سوف يشرح التقنيات والطرق لتخطي المراحل المبكرة. الفصل التالي (عمل المجموعة) سيوفر معلومات مفيدة للمراحل الثلاثة الوسطى.

تعليقات عامة:

نود إضافة نقطة مهمة هنا وهي التذكير ببعض القيم التي نأمل أن تأخذها بعين الاعتبار عند قيامك بالتيسير.

بما أننا اقترحنا طرقاً لبدء الجلسات، نود أيضاً التنبيه على أهمية اللحظات الأولى التي يجتمع فيها الميسر مع المشاركين. نحن نعلم أن كل فرد يشارك بشكل مختلف، وأنت كميسر يجب أن تتفهم هذا الاختلاف. أن ما يناسب احتياجات المجموعة يجب أن يكون نابعا من مشتركها بدلاً من فرض ما تعتقده أنت بأنه الأفضل بالنسبة لهم. فإن فرض الرأي بهذه الطريقة هو أسلوب متعالٍ يحول بينك وبين أن تكون ميسراً فعالاً.

لقد وجدنا أنه من المهم أخذ بعض الوقت في البداية لتطبيق كل شيء أوضحناه في فصل "بدء العمل" لأنه بدون عمل ذلك فإنه من الممكن لسوء الفهم بين أفراد المجموعة أن يقف في طريق مسيرة العمل والمشاركة. إن الفترة التمهيديّة مفيدة جداً في تحديد هذا السياق من أجل بلورة سلوكك في المجموعة:

- لك الحق في التدخل في العملية عندما تشعر أن هذه الخطوة مناسبة (وعليك أن تكون مستعداً أيضاً لاحتمال أن يكون هذا التدخل غير مناسب في بعض الأحيان وأن يقطع عمل المجموعة خلال فترة قيامها بأمرها الخاصة واحتياجاتها.
- الصمت هنا ممكن.
- ويجب عليك أن تعرف أن النزاع هنا ممكن، إلا إذا كان مدمراً للأفراد المعنيين.

الأنشطة / الواجبات المقترحة

قم بإنشاء مجموعة صغيرة وهمية مع زملائك المتدربين وتظاهر بأنك في الاجتماع الأول مع الفريق، حدد نوع الفريق والدور الذي يلعبه، من هم الأعضاء؟ ما هو نوع المجموعة، هل هي (مجموعة داعمة، مجموعة تعليمية مثل مهارات الأبوة والأمومة أو إدارة الإجهاد، الخ)؟

5. كلف اثنين من المشاركين بتقديم أنفسهم على انهما ميسران للفريق ثم تحدث عن الذي يأمل الفريق بتغطيته وإنجازه. اطلب من المشاركين بتقديم أنفسهم والتحدث عما يأملونه من المجموعة.
6. قم بتقسيم المجموعة واطلب من المشاركين ان يتعرفوا على مشارك من المجموعة لا يعرفونه جيداً واقترح بعض الأسئلة التي من الممكن ان تقوم المجموعة بطرحها على الأشخاص الذين لا يعرفونهم مثل: من اين هم؟ ما هو طعامهم المفضل؟ ما هي الموسيقى والافلام والبرامج التلفزيونية المفضلة لديهم؟ ما هي أفضل ذكري لديهم؟ ثم أعد جمع المشاركين في مجموعة وأطلب منهم تقديم شركاءهم الى بقية الفريق
7. تحدث عن القواعد الأساسية وسبب وجود كل قاعدة منها اسألهم بخصوص أي قاعدة او نقطة يجب أن تضاف لعمل الفريق. إذا اقترح أي عضو في الفريق إضافة نقطة ما، فيجب عليك معرفة إذا الآخرون يعتقدون ان إضافة النقطة المقترحة مهمة وأن الجميع متفقين على هذا الامر. إذا كان هناك أي تردد، خصص وقتاً للتحدث عما يقلق الأعضاء ومعرفة اقتراحاتهم لحلها.

8. تدرب على بناء ملخص لإنجازات الفريق في ذلك اليوم وتحديد المقترحات لما يجب القيام به في الجلسة القادمة. أشكر المجموعة لمشاركتهم، إلخ.

الفصل الرابع: نهج المجموعة

يتضمن هذا الفصل الحديث عن كيفية العمل مع المجموعات. فالمجموعة ليست مجرد مجموعة من الأفراد. أثناء عمل الأشخاص معًا في مجموعات فإنهم يتقاسمون فيها تجارب مشتركة؛ الجيد منها والسيئ. فيقولون طرائف خاصة بهم، ويكتشفون مواضع أحزان بعضهم البعض، كما يعملون على إقامة أنواع خاصة من العلاقات الشخصية فيما بينهم. غالبًا ما يمتلك الأشخاص شعورًا خاصًا حول المجموعة. شعورًا بالطاقة أو الانتماء إلى المجموعة. ويكون هذا الشعور أكثر من شعورهم بأن المجموعة عبارة عن جمعٍ من الغرباء أو حتى بعض الأصدقاء غير المهتمين. المجموعة هي أكثر من شخصٍ واحد أو مجموعة من الأشخاص الذين ينتمون إليها، للمجموعة حياتها الخاصة.

عند قيامك بعملية التيسير في المجموعة، ستكون مُطلعًا على الاجتماع على مستويين: **المحتوى** (الموضوع الذي سيتم التعامل معه) و**النهج** (كيفية تفاعل أعضاء المجموعة). أثناء إعداد جدول أعمالك وتحديد توقعاتك من المجموعة ستفكر بشكل أساسي في المحتوى. ولكن بمجرد أن تبدأ المجموعة بالعمل معًا، ستكون مهتمًا بالنهج الذي تسير فيه المجموعة وتمثل مهمتك كميسر في مساعدة أعضاء المجموعة على العمل معًا بشكل جيد، ويجب أن تكون حذرًا من أن اهتمامك بالمحتوى لا يصرفك عن إدراك "كيفية" عمل المجموعة. بشكل عام، كلما كنت أكثر انسجامًا مع نفسك، كلما كانت قدرتك على القيام بعملية التيسير أفضل وذلك لأنك عندما تريد القيام بعملية التيسير بشكل جيد، يجب عليك أن تكون قادرًا على تركيز انتباهك على المجموعة وألا تقلق بشأن "إثبات" نفسك أو حماية ذاتك سنستعرض لاحقًا أدناه بعض الأمور التي يجب أن تكون مدرجًا لها لمساعدة المجموعة على العمل بشكلٍ جيّد. نحن نشجّعك على تمرير ما يتعلّق بمهارات نهج المجموعة هذه إلى المجموعات التي تعمل معها. إنّ منح الأعضاء مهارات يمكنهم استخدامها هي أفضل فرصة لتربطهم مع شيء نو قيمة دائمة عالية لديهم.

سيتمن هذا الفصل مجموعة من المعلومات العامة التي ستكون مفيدة لك في فهم ما يحدث في المجموعات التي تقوم بتيسيرها. معلومات عن التواصل وتفاعل المجموعات كما سنقوم بوصف الأساليب لاستخدام هذه المعلومات حسبما تقوم بتيسيرها، مثل كيفية طرح الأسئلة وتيسير المناقشة واستخدام التمارين. هذه هي التقنيات التي ستستخدمها في أي وقت ومع أي مجموعة.

سنصّف في الفصل التالي التقنيات الخاصة التي ستستخدمها في مواقف محددة.

I. التواصل

هو المكون الأساسي لأي مجموعة، هو كأهمية الاسمنت في جدار من الطوب. تعتمد كفاءتك كميسر التواصل على قدرتك على التواصل بشكل جيد مع المجموعة ومساعدة أعضاء المجموعة على التواصل بشكل جيد مع بعضهم البعض أيضاً. فالقدرة على التواصل بفعالية هي مهارة، ومثل أي مهارة، يتم اكتسابها على أفضل وجه من خلال الممارسة والتقييم الذاتي. فيما يلي قائمة من القواعد والاستراتيجيات التي تساعد على التواصل الفعال ومثل جميع المواد التي يغطيها هذا الفصل، فإن هذه القواعد ليست فقط إرشادات للميسر، ولكنها قد تكون أيضاً

مادة مفيدة لتقديمها كتدريبٍ جماعيّ. فالمُيسرون ليسوا الأشخاص الوحيدين الذين يتعين عليهم التواصل.

أ. **التأقلم مع مستمعيك:** قد يكون هناك شيء يبدو واضحًا تمامًا بالنسبة لك ولكن قد يكون له معنى مختلف تمامًا، أو غير مفهوم كليًا للشخص الذي تتحدث معه. الأشخاص الآخرون لديهم تجارب مختلفة عنك. ونتيجة لذلك، قد يعلقون معاني مختلفة بكلمات وإيماءات ومظاهر أكثر من الذي تريده. ولتقليل هذا الاحتمال، قم بالأمر التالي:

1. لغتك. تأكد من أن المصطلحات التي تستخدمها هي المستخدمة بشكل الشائع لدى المجموعة. لا تستخدم أي مصطلحات أو عبارات تقنية مألوفة لدراستك دون التأكد من أن كل المجموعة تفهم / توافق على هذه المعاني. قد تكون اللغة العامية المشتركة بين نظرائك في المجموعة، من مختلف الأعمار أو المهن أو حتى الأصول الجغرافية تشعرهم بعدم الارتياح، إما لأنهم يعتبرونها مسيئة لهم أو لأنها غير مألوفة.

2. أسلوبك. سنؤثر طريقة ارتدائك للملابس وتصرفاتك وتفاعلك مع الآخرين على مدى انسجامك مع المجموعة. بشكل عام، إذا كنت لا تتصرف بشكل رسمي ومريح داخل المجموعة، فإن ذلك يساعد على جعلهم يشعرون بالاسترخاء أيضًا. لكن فسر كلمة "غير رسمي" لتكون متناغمة مع معايير المجموعة. لا ترتدي ملابس أو تتصرف بطرق تعطي انطباعًا خاطئًا، ولكن احرص على تجنّب إبعاد الأشخاص من خلال الظهور بشكل غريب أو التهديد بأي شكل من الأشكال.

ب. الاستماع مهم! جميعنا سمعنا بأهمية الاستماع مرارًا وتكرارًا، ولكن الاستماع أصعب بكثير مما يدركه معظم الناس. ففي معظم الأوقات، عندما يتحدث شخصٌ ما معنا فإننا لا نصغي حقًا؛ ولكننا بدلاً من ذلك نفكر فيما الإجابة التي سنقدمها. عندما تستمع لشخصٍ ما، حاول ألاّ تقيّم ما يقوله على الفور من ناحية ما يعنيه لك هذا الكلام، وبدلاً من ذلك حاول فهم ما يُقال من منظور الشخص الآخر. اطرح أسئلة تساعدك على فهم أفضل لما يفكر به الآخرون ويشعرون به، لن تفهم فقط بشكل أفضل؛ ولكن ستتمكن من إعطاء إجابة لها معنى بالنسبة للآخرين، أي وجهة المتحدث أو المتحدثّة.

سيساعدك التمرين التالي على زيادة معرفتك بمهارات الاستماع:

اكتب قائمة مكونة من 5 أو 6 مواضيع مثيرة للجدل على قطعة من الورق. اجلس أنت وشخص آخر وناقش هذه القائمة. بعد أن يقدم كل شخص بيان لموقفه، يجب على الشخص الآخر محاولة تلخيص ما قاله الشخص الأول. ثم يخبر الشخص الأول الشخص الثاني ما إذا كان الملخص دقيقًا. سوف تشير التعليقات إلى مدى حسن استماع الطرفين. في كثير من الأحيان، يساعد وجود شخص ثالث لمراقبة هذا التمرين والتعليق عليه في وقت لاحق. اعلم إن هذا التمرين أصعب مما تتصور.

ج. كُن على علم بما يحدث في المجموعة. تتنبّهك العديد من الإشارات اللفظية وغير اللفظية إلى تفاعل الأشخاص الذين تتحدث معهم في المجموعة. يمكنك ضبط أسلوبك (من خلال التحدث بشكل أسرع أبطأ، على مستوى أكثر أو أقل تعقيدًا، وتشجيع المشاركة الجماعية بشكل أكثر أو أقل)، أو يمكنك أن تسأل وتراجع تفسيرات هذه الإشارات مع المجموعة وتطلب منهم اقتراح مراجعات بطريقتك. بعض الإشارات التي يجب مراقبتها هي:

1. الضجر. هل يتجول الناس حول المكان كثيرًا؟ هل يقومون بالالتئح أو إجراء محادثات جانبية؟ إذا كان الأمر كذلك، فإنك على الأرجح تفقد انتباههم. قد تجعلهم يحسون بالملل، أو أنهم لا يستطيعون استيعاب ما تقوله جيدًا.

2. عندما يغم الصمت. هل يبدو على المجموعة الراحة أم لا؟ في المجموعة المتوترة يمكن أن يكون الصمت مؤلماً، إذا كان الحال كذلك؛ فقد يحدث العديد من الأشياء: قد يشعر الأشخاص بالملل لأن أداك يسير ببطء أو لأن مادتك بسيطة للغاية، أو قد تكون تتحدث بمستوى أعلى من مستوى فهم أفراد المجموعة. من الممكن أيضاً أن يكون الأشخاص غير مرتاحين للموضوع أو أنهم يشعرون بالخجل من بعضهم البعض ومن الحديث أمام المجموعة.

3. هل ينظر إليك الناس عندما تتحدث؟ إذا كان الأمر كذلك، فعلى الأرجح أنهم يشعرون بالراحة تجاهك وكلامك يثير انتباههم. أما إذا تجنبوا التواصل بالعين؛ قد يكون هناك خطأ ما.

4. هل ينظر الناس إلى بعضهم البعض عندما يتحدثون؟ مجدداً، إذا لم يتجنبوا التحديق إلى بعضهم البعض فهذه علامة على أن المجموعة مرتاحة وهادئة. إذا لم ينظر شخصان أو أكثر إلى بعضهما البعض أو إذا لم يتكلم شخصان أو أكثر مع بعضهما البعض؛ فقد يكون هناك خطأ ما.

5. وضعية جسد أعضاء المجموعة. غالباً ما يقوم الأشخاص بتقديم أجسادهم إلى الامام أو تغيير وضعية الجلوس عندما يريدون قول شيء ما. تغيير وضعية الجسد تعني ان الشخص متوتر أحياناً أو مسترخي في المجموعة. وبطبيعة الحال، تعكس وضعية جلوس الشخص أيضاً مدى شعوره بالتعب أو النشاط.

*لا يمكن لأي من هذه الإشارات إخبارك بما يحدث على نحوٍ جازم. يجب أن تكون مدركاً للحالة التي امامك حتى تبدأ بتفسيرها. والأهم من ذلك، يجب أن تعرف الأفراد جيداً قبل أن تتمكن من تفسير إشاراتهم بثقة. لا يستجيب كل شخص بنفس الطرق المذكورة أعلاه، ويتم إدراج هذه الإشارات فقط لتكون بمثابة مؤشرات عامة لتتنبه إليها؛ تحقق من تفسيراتك لهذه الإشارات مع الأشخاص أنفسهم.

تدريب: حاول ان تطبق هذا التمرين مراراً وتكراراً مع شريكٍ ما وقم بملاحظة أي اشارة غير لفظية يقوم بها شريكك ثم صرّح عما لاحظته وقدم افتراضاتك كالتالي: "أتخيل أنك". ثم اسأل شريكك ما إذا كان افتراضك صحيحاً.

اختبار الفرضيات. يستند التواصل وتشكيل العلاقات بين الأفراد على فرضيات يبنها الناس حول بعضهم البعض وحول العلاقة بينهم. في بعض الأحيان، تكون هذه الفرضيات صحيحة ولكنها غالباً ما تكون صحيحة جزئياً أو غير صحيحة تماماً. يعتقد الناس عموماً أن افتراضاتهم صحيحة إلى أن يحدث شيء ما يجعلهم يغيرون الافتراض. عاجلاً أم آجلاً، تؤدي معظم الافتراضات الخاطئة إلى سوء فهم من نوع ما. وكلما طالت مدة الافتراض الخاطئ، كلما زادت المشاكل التي يمكن أن يحدثها سوء الفهم. على سبيل المثال، أفترضُ بأنك تعتبرني صديقك المقرب وتثق بي لأننا نحتسي القهوة كلَّ أربعاء وتخبرني بمشاكلك. قد يكون هذا صحيحاً، أو قد تعتبرني شخص مسلي فقط تحاول اضاءة الوقت معه أثناء انتظار رحلتك الى المنزل. في الحالة الثانية، قد تتأذى مشاعري إذا اكتشفت أنك لم تخبرني عن شيء مهم في حياتك، مما سينتاقض مع افتراضي بأنك تثق بي كصديق مقرب لك. فكلما طالت فترة لقاءات القهوة أيام الاربعاء مع سوء الفهم، كلما زاد شعوري بالانزعاج. من المستحيل الغاء الافتراضات من علاقاتنا، ولا يستطيع البشر تجنب بناء الافتراضات. ومن ناحية أخرى، يمكننا تقليل المشاكل التي يمكن أن تسببها الافتراضات الخاطئة. هناك طريقة للقيام بذلك وهي أن تكون مدركاً للافتراضات التي نقوم بها وتحقق منها. إذا شعرت بأن أعضاء المجموعة مرهقون للغاية للاستمرار في الجلسة؛ فالأمر لا يقتصر على الغاء المجموعة. اسألهم عما إذا كانوا متعبين. هل يحتاجون إلى استراحة، هل يريدون الاستمرار بها الآن أم يفضلون الاستمرار بها لاحقاً.

عند استخدام كلمات مثل "دائماً" و "أبداً" فإنها تعكس احدى أنواع الافتراضات أنها تعني أنك غير منصف تجاه الأشخاص الذين تتحدث معهم (ومن المحتمل أنهم مستأوون من ذلك) وأنت غير منصف تجاه نفسك من خلال الحد من الإمكانيات التي يمكنك فهمها).

تقديم التغذية الراجعة / ملاحظات: من الطرق الجيدة لاختبار الفرضيات أن تقوم بطلب أو تزويد المجموعة بتغذية راجعة. اسأل الناس في المجموعة عن "ماذا يعنون بكلمة ما"، أو أخبرهم كيف تشعر حول ما قالوه الآن . سيتيح لك هذا تفسير من أين أتى هؤلاء الناس وسيتيح لهم معرفة كيف تشعر. تكون التغذية الراجعة أفضل إذا تم تقديمها على الفور حيث إنه من الصعب على الناس ان يتذكروا او ان يبحثوا عن شيء حدث او قيل قبل أسبوعين. تعتبر الملاحظات، أو عبارات التغذية الراجعة مفيدة إذا كانت:

- هذه العبارات عبارات إخبار بدلا من عبارات أمر مثال على ذلك " لقد ضربت ذراعي "وبما يقابلها " أنت لا تعرف أين تذهب ."
- هذه العبارات غير مؤكدة بدلا من مطلقة مثال على ذلك "تبدو غير مهتم بهذه المشكلة " وما يقابلها " أنت لا تهتم لما يحدث".
- هذه العبارات عبارات اقتراحية بدلا من عبارات توجيهية مثال على ذلك " هل فكرت يوما أن تتحدث إليها عن الموقف؟" وما يقابلها " اذهب وتحدث إليها ."
- هذه العبارات مرتبطة بالسلوك بدلا من الطرح النظري المجرد مثال على ذلك " أنت تتذمر بشكل مستمر " ما يقابلها " أنت غير ناضج " .

لقد تم تصميم كل من هذه الإرشادات لتسمح للشخص الآخر بالحصول على أقصى حد من الحرية في أجابته / أجابته لك عن السؤال بطريقة تفاعلية وبناءة، وفي الوقت ذاته يتيح تصميم هذه الإرشادات إلى تقديم تغذية راجعة و ملاحظات بناءة تمكن الشخص الآخر من الاستجابة لها بدلا من إطلاق الأحكام الغامضة التي تُظهر للشخص الآخر كيف تشعر بدون أن تعطي الآخرين أية فكرة عن كيفية اصدرا هذه الأحكام.

"كيف تتحدث" يخلق نمطا لكيفية إجابة الآخرين لك: ما تقوله يحدد ما يقوله الآخرين لك. إذا حافظت على نصف المحادثة مع الآخرين على المستوى السطحي فإن الذين يتحدثون إليك سوف يستجيبون على نفس المستوى السطحي. إذا كنت منفتحا في الكلام فإن الآخرين سوف يستجيبون بنفس مستوى الانفتاح الذي تكلمت به. أخبر الناس عن نفسك ومشاعرك وسوف ينتشج الآخرين للإجابة بنفس الطريقة. اجعل تصريحاتك مفتوحة للنقد البناء من قبل أعضاء المجموعة، يمكنك أن تهيب هذا الامر من بداية الجلسة عن طريق ان تقول مثلا: " إذا كنت تعتقد أنني مخطئ في أي وقت في المجموعة، لا تتردد في إخباري بذلك". هذا الامر سوف يشجع الناس الى تقديم ملاحظات وكذلك يشجع المجموعة لنقد نفسها. لا تقم بأطلاق تصريحات رسمية موجهة للأشخاص الآخرين. حدد آرائك على أنها لك بالقول " أعتقد " أو " يبدو لي ذلك ". تأكد من أن الناس يدركون أنك تعبر عن مشاعرك أو آرائك وأنك لا تصدر احكاما نهائية، وحتى العبارات مثل " يبدو" تحمل معاني ضمنية وهي تظهر بهذا الشكل للآخرين. تحدث عن نفسك فقط، أظهر التزامك ومخاوفك حول ما تقوم به المجموعة، من المأمول في هذه المرحلة ان تحظى بشعور بالالتزام ولذلك لا يمكنك أن تتظاهر به.

يقوم كل شخص بتطوير أسلوبه الشخصي للتواصل مع الآخرين ومن المهم أن تضيف لمساتك الفردية الخاصة بك التي تُظهر كيفية تفاعلك مع الناس ومن نواحي كثيرة فإن كل محادثة تخوضها هي عبارة عن تجربة. يمكنك أن تتعلم وسوف تتعلم في كل مرة تتحدث فيها إلى شخص آخر، وتكمن الحيلة هنا أن تصبح مدركا لما تتعلمه و أن تتعلم استخدام هذا الادراك.

II. صياغة الأسئلة:

عمل المجموعة. يعتبر طرح الأسئلة للحصول على حفر النقاش بين افراد المجموعة حتى تتمكن من تحليل التمرين وتقييم إجابات مفيدة وبناءة فنا يجب أن يجيده الميسر. سوف تتقن هذا الفن من خلال الممارسة والخبرة، و لكن هنالك أمور معينة كثيرة يمكنك القيام بها لجعل أسئلتك أكثر وضحا و أكثر تحفيزا.

أ- تجنب الأسئلة التوجيهية. من أفضل الأسئلة التي من الممكن طرحها هي تلك التي تقوم بتحفيز المجموعة لاستخلاص النتائج بدلا من توجيه الإجابة إلى استنتاجاتك مثال على ذلك " ما هو شعورك حول هذا التمرين؟ " هذا السؤال له إجابات عدة محتملة. " هل يجعلك هذه السؤال تشعر بعدم الراحة؟ " هذا السؤال له إجابتين محتملتين نعم / لا. يسمح السؤال الأول لأفراد المجموعة بحرية مناقشة أية أفكار تخطر على البال وذات صلة بأفراد المجموعة، أما السؤال الثاني فإنه يحدد المناقشة في فكرة واحدة وهي " عدم الراحة ". إن عملية انتزاع الإجابة من المجموعة لتتماشى مع النتيجة التي سبق أن قمت باستخلاصها هو أمر فيه نوع من التحايل، من الممكن أن يعمل هذا الأمر على أن يفقدك ثقة المجموعة، وبالرغم من ذلك، إذا كان أفراد المجموعة مترددين في إعطاء تعليقات بشكل تطوعي ، أو إذا أردت أن تناقش موضع الشعور بعدم الراحة بشكل خاص ، أترح فكرة الاستنتاج على أنه لك و أطلب من المجموعة أن تقوم بالإجابة . يمكنك أن تقول على سبيل المثال " شعرت أن العديد منكم كانوا غير مرتاحين أثناء التمرين، هل كنت على حق؟ " إذا أكدت المجموعة افتراضك، يمكنك في هذه الحال أن تسأل لماذا يشعر أفراد المجموعة بعدم الارتياح؟

ب- غالبا ما يساعدك في هذه العملية صياغة الأسئلة بشكل إيجابي بدلا من أن تسأل مثلا "لماذا لا تنجح هذه الفكرة؟ " يمكنك أن تسأل " ما هي المشاكل والعقبات التي يجب علينا أن نتغلب عليها حتى ننهى هذه الفكرة؟ " ، وبدل أن تسأل " ما الخطأ الذي وقع في المجموعة؟ " يمكنك أن تسأل " ما هي الأشياء التي إذا قمنا بها بشكل مختلف يجعل هذه المجموعة أكثر فائدة لك؟ " .

ت- في بعض الأحيان قد ترغب في تحضير الأسئلة مسبقا، وهذه الخطوة مفيدة بشكل خاص إذا صاحبت الأسئلة بعض التمارين لأن لديك بالفعل فكرة عما يمكن أن تنتوقه وفكرة حول الجوانب المثمرة التي يمكن أن تسأل عنها. في العديد من الحالات، ستعمل الأسئلة التي تطرحها كجسر للوصول لمجموعة من المفاهيم التي سترغب في استخلاصها من التمرين، ومن المفيد في بعض الحالات إعلام المجموعة بالأسئلة التي ستطرحها مسبقا. بعض النصائح التي تسهل عليك تحضير الأسئلة مثل:

1- ما هو الغرض من السؤال؟ إذا لم يتناسب السؤال مع الهدف من التمرين وأهداف المجموعة فإنه لا ينبغي عليك طرح هذا السؤال. إذا توافق السؤال مع الغرض، فيجب عليك هنا أن تفكر مليا بالإجابات المحتملة التي سوف تتلقاها من المجموعة. إذا كانت الإجابات المتوقعة لا تبدو لك مفيدة للغاية أو محفزة للتفكير فمن المحتمل أنك تطرح السؤال الخطأ، في هذه الحالة حاول مرة أخرى.

2- عندما تفكر في السؤال، اطرح السؤال كتجربة على أصدقائك. إن ردود أفعالهم (بما أنهم لم يخططوا لهذا الاجتماع) ستكون بمثابة دليل جيد على مدى أهميته.

3- إذا كنت تعرف الغرض من السؤال، أسأل نفسك " هل الإجابة العامة أو الإجابة المحددة ستكون أفضل في هذا الجزء من الاجتماع؟ " إذا أردت إجابات عامة أو مجموعة واسعة من الردود، فقم بصياغة السؤال باستخدام عبارات عامة وطرح أسئلة قصيرة على سبيل المثال " ما هو شعورك حول هذا التمرين؟ "، إذا أردت إجابات محددة، أسأل أسئلة أكثر تحديدا وأكثر تفصيلا.

III. تيسير المناقشات:

دورك كميسر في مناقشة مجموعة ما ستختلف وفقا لنوع النقاش. وفي بعض الحالات سوف يكون دورك كعضو في الفريق بالإضافة الى كونك الميسر؛ وفي حالات أخرى سيكون من غير المناسب لك للقيام بمشاركة الكثير من الأفكار والمشاعر الخاصة بك. في بعض الأحيان سوف تقدم الموارد للمجموعة وفي أحيان أخرى سيكون لدى أعضاء المجموعة معرفة أكبر من معرفتك في الموضوع الذي يتم مناقشته. في معظم المناقشات، تشمل مهمة الميسر المحافظة على تركيز النقاش ضمن الموضوع، وتوضيح (أو طلب توضيح) في حال وجود إرباك، أو المساعدة في إنشاء والحفاظ على جو ملائم حيث يمكن للجميع المشاركة بطريقة تعاونية.

بدء المناقشات بعض المناقشات لا تحتاج إلى تدخل فهي تحدث بتلقائية ومع ذلك، في كثير من الحالات، C. سوف تحتاج للمساعدة من أجل الشروع في المناقشة. وفيما يلي بعض المبادئ والتقنيات التي سوف تكون مفيدة.

11. كل شخص يجب أن يعرف على نحو دقيق عن موضوع المناقشة، وما السبب في بدء المناقشة. إذا لم يتفعل النقاش وكان هناك نوع من الصمت المحرج عندما ينظر الجميع حول الغرفة بانتظار أي شخص آخر كي يتحدث، قد يعود سبب هذا الفعل إلى عدم معرفة الأعضاء بالموضوع الذي يجب عليهم مناقشته، أو عدم معرفة كيفية طرح الموضوع.
12. اعطِ المشارك الوقت الكافي للمشاركة قد يكون دورك الإرشادي كميسر سبب في تردد الآخرين في تحمل مسؤولية ما يحدث في المجموعة. حيث سينتظرون توجيهاتك فحسب إذا كان هذا الذي يحدث، فاجعل تعاملك معهم غير مباشر.
13. كن نموذجاً. حيث إن سلوكك يحدد كيفية مشاركة الأعضاء في المجموعة إذا كان النقاش في موضوع يتعلق بالخدمات النفسية في حياتهم على سبيل المثال، فقد يفيد أن تبين لهم النهج المطلوب لمشاركة هذا الموضوع عن طريق وصف حادثة قد شاهدتها. سيقوم بقية الأعضاء باتباع نهجك ومن ثم متابعة النقاش على هذا النمط. يمكنك المساعدة في توفير النموذج المريح والمنفتح للمحادثة والنقاش خلال اجتماع الفريق.
14. استخدام الأسئلة لتحفيز المناقشة. سؤال بسيط مثل "كيف تشعر حيال هذه المشكلة؟" تعد وسيلة جيدة لبدء مناقشة.
15. تعد تقنية وضع القوائم مناسبة لتوليد الأفكار والأساليب التي يمكن توظيفها كأساس للمناقشة. على سبيل المثال، إذا كان الموضوع إدارة الإجهاد، اجعل الأعضاء يقومون بجلسة عصف ذهني عما فعلوه في الماضي للاسترخاء من الإجهاد.
16. التجول في الغرفة وسؤال كل شخص عن إجابته هو نوع من تكوين القوائم.
17. كتابة الإجابات. قد تصبح القائمة التي أنشئت أساساً لمزيد من المناقشة. وقد تكون قائمة بالمشاكل التي يواجهون أو قائمة بالأشياء التي قد ساعدت في التغلب على مشاكلهم في الماضي. وعلى أية حال فإن هذه المعلومات يمكن أن تكون أداة لتحفيز المزيد من المناقشة
18. اربط المناقشة مع خبراتهم الحياتية. حيث من الصعب على الناس أن ينخرطوا في نقاش مجرد أو بعيد كل البعد عن تجاربهم الخاصة. كلما كان النقاش قريباً من تجاربهم الحياتية واهتماماتهم، سوف يشاركون بحماسة.
19. استخدم الفكاهة لكسر حدة التوتر أو الملل. في بعض الأحيان إذا قلت شيئاً سخيفاً أو قمت بشيء غير متوقع يمكنك استعادة انتباه من بدأ بالشروط، وكذلك تلطيف الأجواء الرسمية الجامدة حتى يشعر الأعضاء المترددون براحة أكبر حيال المشاركة. تختلف ردود فعل المجموعات المختلفة حسب أسلوب الفكاهة المستخدم. يجب أن تعرف المجموعة التي تعمل معها بشكل كافٍ للتنبؤ بردود فعل المجموعة قبل القيام بشيء مضحك وغريب.
20. استخدم بديهيته لاختيار التقنيات المناسبة لأي مجموعة معينة. سوف تكون كل حالة مختلفة. خلال حصولك على الخبرة في التيسير، سوف تتعلم ملائمة أسلوبك الخاص وفق المجموعة التي تعمل معها.

E.

7. **المساواة في المشاركة.** إن افتراض أن المشاركة سوف تقسم بالتساوي بين جميع أعضاء المجموعة هو امر غير واقعي حيث أن البعض سيريد المشاركة أكثر أو أقل من غيرهم ولكن يمكنك محاولة التحكم بالمناقشة حيث لا يقوم عضو واحد أو مجموعة صغيرة من الأعضاء بالهيمنة على سير المناقشة ويمكنك توفير الفرص للأعضاء الصامتين للمساهمة إذا بدا عليهم الاهتمام لكن لم ينخرطوا في النقاش.
8. **الالتزام بالموضوع.** وقد يشمل دورك بتذكير الفريق بموضوع النقاش في حال خروجهم عن الموضوع.
9. **التوضيح والتفسير.** في بعض الأحيان يلزمك أن تعيد صياغة ما قيل لجعله أكثر وضوحاً، أو يمكن أن تفسر ما يعنيه لك، شخصياً، أو ما تعتقد أنه يعني للمجموعة. لكن قم بهذا بطريقة محايدة لتترك المجال لآراء الآخرين غالباً، بدلاً من قيامك بالتوضيح أو التفسير بنفسك، سوف تقترح على عضو من الفريق أن يقوم بإعطاء رأيه حول ما قيل خلال النقاش.
10. **التلخيص.** وهذا يعني تجميع أجزاء مختلفة من النقاش، وتلخيصها. ويشمل هذا الإشارة إلى مدى التقدم الذي تم احرازه وإلى أين يتجه الفريق في هذا النقاش.
- 11.
12. **تحديد وتيرة وسرعة العمل** قد يشتمل دورك على أن تتأكد من إدراك المجموعة بكيفية سير نقاشاتها ومتى يكون الوقت الملائم للمضي قدماً. وهذا يشمل أن تقول أشياء مثل، "هل تم مناقشة هذا الموضوع بشكل كافٍ؟ وربما ينبغي أن نبدأ الحديث عن كيفية استغلال هذه المعلومات التي حصلنا عليها من حوارنا؟".
13. **المعالجة** وهذا يعني مساعدة أعضاء المجموعة في العمل معاً بشكل جيد على مستوى العلاقات الجماعية. وغالباً ما يكون هذا الجزء الأكثر أهمية في دور الميسر واعتماداً على معايير المجموعة يمكنك القيام بذلك

بطرق عديدة. في حال العمل مع مجموعة واعية لتركيبها الداخلي، يمكنك تقديم الملاحظات المباشرة للأعضاء عن سلوكهم بين الأشخاص، أو تقديم تعليقات تشخيصية حول ديناميكيات المجموعة.

وفي حالات كثيرة يقوم عملك على الحفاظ على بقاء التواصل مفتوحاً بين أعضاء المجموعة حيث يمكن تحقيق التعاون والتعامل مع المشاكل بأسلوب بناء. يمكن القيام بذلك بإعطاء الأعضاء فرصة التعبير عن مشاعرهم والاستماع إليها. على سبيل المثال، (التحدث إلى عضو من الفريق، "ما هو شعورك حيال ما يقولونه؟"). بينما تقوم بدورك لتعزيز العمل، من المهم ان تترك المجموعة أن كلمة الميسر ليست قانوناً. أي تفسير أو اقتراح تجريه يخضع لموافقة المشاركين الآخرين. وعلاوة على ذلك، لا تقتصر أي من هذه السلوكيات على الميسر فقط. كلما كان قبول الفريق لفكرة متفق عليها من جميع الأعضاء ويحمل مسؤوليتها الفريق خلال جلسة المناقشة، وبهذا ستظهر هذا السلوكيات بين كافة أعضاء المجموعة من وقت لآخر.

IV. ديناميكيات المجموعة:

أكثر تجعلك أن شأنها من معينة تواصل قواعد هناك أن كما. مجموعات في الناس عمل المجموعة بكيفية تهتم ديناميكيات أكثر بسلاسة للعمل مجموعة إعداد على تساعدك المجموعة سوف متعلقة ديناميكيات وقواعد حقائق هناك كميسر، كفاءة سنناقش القسم هذا في. الفصل الثالث: البدء بالعمل) في سابقاً المواد بعض (ناقشنا. أسهل من الميسرين كفريق عملك وجعل لك مفيدة ستكون أنها نعتقد التي الفريق ديناميات من أخرى مجالات عدة.

أثبتت تجربتنا. أشخاص 5-7 يقول بعض الخبراء أن العدد المثالي للمجموعة هو عدد أفراد المجموعة. هو العدد "المثالي" إذا إن حجم المجموعة. أن هذا ليس بالضرورة ان يكون صحيحاً في جميع الحالات فعندما تقوم مجموعة بمناقشة مسائل شخصية للغاية فإن العدد. الذي يشعر معه المشاركون بالراحة عندما تجتمع مجموعة ما لأول مرة فمن ومن ناحية أخرى، المثالي قد يكون ثلاثة أو أربعة أشخاص نجد في بعض الأحيان أناساً يبدون أكثر راحة واستعداداً للتحدث علناً في. الأفضل أن يكون العدد أكبر على الأرجح توفر. مجموعات كبيرة (تصل إلى 15 شخصاً) أكثر من التحدث في مجموعات صغيرة المجموعات الأكبر خصوصية أكثر للمتحدثين للتعبير عن آرائهم أمام الغرباء، ويكون الضغط أقل على الأفراد في هذه المجموعة ليستمرروا في المناقشة، وربما تتيح الفرصة لهم للإعراب عن تشكيلة أكثر. إذا كان عدد المجموعة شيء يمكنك التحكم به، فأسأل المشاركين لمعرفة ما يفضلون. تتوعاً من الآراء يشعر الأعضاء أحياناً بأنهم مهمّلين ومستبعدين إذا كانت المجموعة كبيرة جداً بالنسبة لهم للمشاركة، وعلى الأرجح لا يفصح المشاركون الذين يشعرون بأنهم مستبعدون بآرائهم حيال هذا الوضع.

ب- كلما تعاون الأشخاص في الفريق على الأنشطة مع بعضهم البعض، زاد. التعاون مقابل المنافسة في العديد من المواقف التعليمية، يضطر الناس للتناقص ضد بعضهم. شعورهم بالالتزام مع المجموعة وهذا يؤدي إلى حد كبير إلى نتائج عكسية على تجربة. البعض للحصول على التقدير أو لحل المشاكل بل تجدهم المجموعة البناءة. ففي المجموعات التعاونية تجد الناس أكثر إيجابية، وودية، وكلهم ثقة، أيضاً أكثر حماساً للمشاركة ويشعرون بأن عمل الفريق نتاجهم الخاص، هذا الإحساس أفضل من المستحسن إنشاء بيئة ولجميع هذه الأسباب، إحساس الناس الذين يعملون في المجموعات التنافسية هناك العديد من الطرق التي يمكن أن يتم بها هذا الأمر. فريق تعاوني

1. عندما تقوم بإعداد قائمة بتوقعات المجموعة بمساعدة أفرادها، يمكنك التأكيد على أهمية التعاون ومدى اعتماد نجاح التجربة في جو من الاحترام المتبادل بين أعضاء المجموعة.
2. عادة تكون المجموعات أكثر التزاماً في. يفيد إشراك المجموعة في تحديد وجهتها الخاصة في تشجيع التعاون. أنشطتها عندما يقررون بأنفسهم ماذا ستكون تلك الأنشطة.
3. يمكنك تشجيع الأعضاء على. من الممكن أن يساعد أسلوب الميسر كثيراً في تشجيع التعاون في المجموعة من المهم. تحمل المسؤولية من خلال الامتناع عن ضبط الأمور بشكل تعسفي أو اتخاذ القرارات بنفسك. بصفة خاصة أن نسأل الأعضاء عن آرائهم منذ البداية حتى يعتادوا على المشاركة.
4. المجموعات التي. تسليط الضوء بشكل كبير على التعاون لا يعني أنه من الممكن أن يلغي الصراعات كلياً. يتواجد فيها بعض الصراعات غالباً ما تكون أكثر إبداعاً وإنتاجاً من المجموعات الأكثر تماسكاً ولكن يجب خلق توازن بين التعاون الودي (الذي يجعل الأعضاء يتقنون ببعضهم البعض ويعملون معاً بشكل جيد) وحرية الكلام والإعراب عن المعارضة إن وجدت (وهو ما يعزز الاهتمام وتطوير أفكار جديدة).

من الممكن ان تواجه المجموعة ظروف صعبة أو أنشطة مطولة، يتولى شخص أو أكثر القيادة **القيادة** -ت بصفة غير رسمية ومن الممكن إذا تم إنشاء مجموعة لفترة طويلة، فعلى الأرجح، سيتواجد القادة سواء هناك عدة طرق يمكن أن يعمل بها القائد. (بصفة رسمية أو بغير رسمية

1. أو مثال يحتذى به. إذ من الممكن أن يكون بمثابة نموذجاً للمجموعة
2. وقد يساعد الفريق على حل المشاكل
3. وقد يحفز التجانس الشخصي بين الأعضاء
4. ويمكن المجموعة من اتخاذ القرارات المناسبة للمجموعة

قد يساعد نفوذ القائد عندما لا يفرط القائد في السيطرة على المجموعة، تكون قيادته مفيدة. في الواقع، وفي بعض الحالات، فمن الأفضل أن نسأل المجموعة عما إذا كانت قرارات أو الميسر في بناء علاقة مع المجموعة، إذا كان القائد مسيطر للغاية لإجراءات القائد مناسبة أم لا، وبالرغم من ذلك لا ينبغي لأحد أن يتحدا القادة في المجموعة لأن ذلك يخلق صراع على هل هذا " يمكنك كميسر التخفيف من سيطرة القائد بلباقة باستخدام أسئلة مثل السلطة ولهذا الأمر تأثير سلبي على المجموعة. أن يتم تحديد التوقعات لكي يشعر أعضاء الفريق (على أمل) "هل لديكم أية أفكار أخرى؟" أو "الاقتراح مناسب لكم جميعاً؟ بالحريية للتعبير عن آرائهم في أي وقت.

التالية الامور عن ابحت المجموعة، الأكثر شعبية في الاعضاء أو القائد هو من لمعرفة:

1. من الذي يتحدث أكثر؟ من الذي يتقبل الفريق اقتراحاته في الغالب؟
2. من الذي ينظر إليه أعضاء الفريق غالباً عندما يتحدثون؟
3. من الذي تشار إليه الاقتراحات عند طرحها؟ من هو الحكم النهائي على القرارات؟
4. من الذي يتحمل معظم المسؤولية؟

كبش الفداء (الضحية): يركز الفريق أحياناً على شخص معين ليلقوا اللوم عليه بخصوص مشاكل المجموعة. -ت وتسمى هذه العملية كبش **الفداء أو الضحية**. يمكن أن يكون اختيار شخص كبش فداء أمراً ضاراً للشخص الذي تم اختياره ليكون الضحية في المجموعة. فقد يتم توجيه قدر كبير من العدوانية واللوم عليه ويكون هذا الأمر كبش الفداء غالباً ما يكون شخص قد كسر القواعد غير الرسمية أو قواعد السلوك. أكثر مما يتحملة هذا الشخص في المجموعة (على سبيل المثال، في المجموعة التي يتم التركيز فيها على النقاش المعرفي المنطقي فإن غالباً ما تكون العقوبة الشخص الذي يتكلم عن المشاعر والاحاسيس سوف يتم اختياره ليكون كبش الفداء). من مسؤوليتك كميسر أن تركز على أهمية عدم معاقبة شخص تعتقد المجموعة أنه خرج. المقررة ظالمة وقاسية يجب أن تركز على أهمية معالجة هذه المسألة كمشكلة المجموعة بأكملها، وألا يتم التركيز على. عن حدوده دع الأفراد يناقشون سبب سلوك الشخص أياً كان الذي يتهمه الآخرون به، أشخاص معينين في المجموعة. وكيف يشعر الآخرون حيال ذلك.

يُخلص كبش الفداء بقية المجموعة من الوقوع في المشكلة، ويسمح لهم بالتهرب من المسؤولية تجاه المشاكل بإلقاء اللوم على وهذا بالمقابل يمنع ممارسة مهارة حل المشكلات في المجموعة لأنه يحد من التركيز على أفكار الأعضاء شيء بعيد عنهم يمكن لاختيار كبش الفداء أن يمنح الفريق هوية مشتركة كأعضاء متحدين في تجميد وعلاوة على ذلك، واهتماماتهم وجهات نظرهم على مسألة واحدة مشتركة، وهو إلقاء اللوم على شخص آخر لمشاكلهم. دورك كميسر هو مساعدة الفريق في مواجهة مسؤولياتهم وفي كثير من الأحيان يمكنك القيام بذلك عن طريق إعادة صياغة الاتهامات في وضعها على شكل إذا قال شخص ما " هو" (أي شخص ما في أحكام أكثر تعميماً ومعالجته كمشكلة للمجموعة بأكملها، على سبيل المثال، المجموعة) "يعطل ما تقوم به المجموعة"، فبإمكانك إعادة صياغة الشكوى على النحو التالي " لا تنجز المجموعة شيئاً ومثل هذه المشكلة ليست خطأ شخص معين ولكنه تقصير في الطريقة التي تعمل بها المجموعة. كيف يمكننا إعادة تصميم بناء

عمل المجموعة بحيث تعمل بشكل أكثر فعالية؟" كما ستكون فكرة جيدة أن تجعل كيش الفداء يعبر عن أفكاره أيضا، حتى تتوضح أسباب سلوكه.

النظام "فقد يتحد الطلاب مثلا في إلقاء اللوم على .ومن الممكن أيضا أن تتخذ المجموعة قضية أو حالة ككيش الفداء هذا النوع من كيش الفداء سبباً للمجموعة تماما مثل اختيار فرد .للتعبير عن عدم رضاهم عن ضعف التعليم " التعليمي ويمكن .ليكون كيش فداء لأنه يجمد وجهة نظر الأفراد ويحددها في وجهة نظر واحدة ويعفيهم من المسؤولية الشخصية .للميسر أن يعالج هذه المشكلة بنفس الطريقة المذكورة سابقا

V. قواعد استخدام التمارين

لإثبات أو معين مفهوم لتوضيح التمارين استخدام يمكن .والوعي التعلم لتعزيز عادة وتصمم المجموعة، أنشطة هي التمارين أيضا استخدامهم يمكن .معينة مهارة على المشاركين لتدريب أو والنقاش، الفكر ولتحفيز الذاتي، الوعي ولتعزيز محددة، نقطة إلى بعضهم البعض التعرف على المشاركين لمساعدة المجموعة (بناء الفريق)، أعضاء بين والتماسك التعاون تعزيز أجل من للمجموعة أو لكسر الحواجز بين الأعضاء لبدء عمل المجموعة أو لتحسين عملية إحماء بمثابة تكون أن أو أفضل، بشكل أدائها خاصة عندما يشعر أعضاءها بالتقاعس عن انجاز مهامهم .

عن الأفراد ليتعلم جيدة وسيلة أيضا التمارين .التمارين خلال من أكثر وضوحا وواقعية للأفراد المجردة الأفكار جعل يمكن لا .محددا غرضا للوجود في المجموعة، فيوصف التمارين كأدوات فقد وجدت لتخدم حاجتهم ليست التمارين أن غير .أنفسهم الحقيقي الغرض فهم من المشاركين يتمكن لم إن أعمالك أكثر إثارة .لجعل جدول أو الوقت لملء فقط التمارين ممارسة يجوز التي الإرشادات بعض يلي وفيما .بهم لتلاعبه الميسر من باستياء يشعرون وقد ألعاب مجرد بأنها فسيشعرون بالتمارين، للقيام فعال بشكل التمارين استخدام على تساعدك

أ- تأكد من أنك تدرك سبب .التفكير في المجموعة واحتياجاتها: اختيار التمارين التي تناسب المجموعة وأهدافها لا تطبيق تمرين غير مناسب للمجموعة. .ممارسة التمرين وأن تكون قادرا على إيضاح ذلك للمجموعة

ب- يجب أن تعرف ماذا .عليك مراجعته قبل تجربته عدة مرات إذا أمكن ذلك .عليك أن تكون مطلعاً على التمرين يجب أن تدرك النتائج المحتملة للتمرين والطرق المختلفة التي يمكن .سيحقق التمرين وكيف سيحدث ذلك استخدامها مع مختلف الناس

ت- لا تتحمس كثيراً عند القيام بالتمارين. لا تعامل الأفراد على أنهم بطاريات مصممة للقيام بجميع الأنشطة التي إذا كان موضوعك توضيح القيم، يمكنك العثور على عشرات على سبيل المثال، .بتشابه وبحد كبير لنفس الهدف اختر مجموعة متنوعة من هذه التمارين لتكون قادرا على توضيح الاختلافات بينهم، .التمارين لممارستها يساعدنا لنحقق الهدف ولكنه نادرا ما يكون الهدف -والغرض من كل واحدة منها. أن توضيح القيم هو أمر موجه .وهذا ينطبق على معظم التمارين فهي أدوات تخدم هدف أعلى .يحد ذاته

ث- يمكن أن تُحدث طريقة إدخال التمارين فرقا كبيرا في مفهوم .إعطاء التعليمات هو جزء مهم جدا من التمارين وصف تام لما يفترض أن يقوم به شرح الهدف من التمارين، .ينبغي أن تشمل تعليماتك ما يلي .التمارين للأفراد توضيح المشاركين (تعد الإرشادات الناقصة أو الغامضة خطأ لا تنجح بسببه العديد من التمارين في المجموعة). وهذا يشمل ما هو مستحسن أن يفعله أعضاء المجموعة، ومحافظة المشاركين على سلوكهم -قواعد التمارين ضمن حدود معينة وتقدير الوقت الذي سوف يستغرق القيام بالتمرين.

ج- سواء إذا كنت ستشارك، أو تراقب، أو تبع نفسك عن الأنظار .يجب أن تعرف أيضا ما هو دورك خلال التمرين فعلى سبيل المثال، إذا افترضنا أن دور من أدوار .قد تحدد طريقة إعداد التمرين أيضا مزاج وجو التمرين .كليا

يمكنكم جميعاً استخدام أية طريقة تخطر على بالكم لحل هذا " :اللعب يشمل منافسة شرسة، قد تقول شيئاً مثل "الصراع، طالما ليس هناك أي عداء

و هذا يعني تحليل ما حدث، ومعرفة ما يعنيه، وبمجرد القيام بالتمرين، من المهم مباشرة تطبيقه بالتجربة العملية -ح ليكون التمرين مفيداً، يجب أن يكون الناس قادرين .وكيف أن هذا المعنى يمكن تطبيقه في مواقف الحياة الحقيقية بعض يجب عليك أن تسأل أسئلة مفتوحة ليتبادل الافراد خبراتهم وتفسيراتهم .على ربطه بواقع حياتهم اليومية الأسئلة التي من الممكن طرحها: ماذا حدث أثناء التمرين؟ لماذا؟ كيف يرتبط التمرين بالأفكار المطروحة سابقا في الاجتماع؟ ما هي المفاهيم الجديدة التي يقترحها التمرين؟ هل يتضمن التمرين ديناميكيات مجموعة معينة مميزة تستحق المناقشة؟ كيف كانت تجربة التمرين هل كانت مشابهة أم مختلفة عن توقعات الناس؟ ما مدى صلة التمرين بالواقع الشخصي للأشخاص؟

تذكر أن أي عضو في المجموعة لديه الحق في رفض المشاركة في ممارسة أي تمرين أو نشاط معين. هناك شيء -ح واحد لتشجيع الناس على المشاركة - محاولة تحفيزهم إذا كان الخجل أو الشك في أهمية مشاركتهم هو ما يعطلهم. ولكن عندما يعبر أحد المشتركين عن عدم رغبته في "فعل شيء ما"، فإنه لا ينبغي أن يتعرض للضغط أو جعله يشعر بالسوء تجاه قراره بأي شكل من الأشكال.

إذا اتبعت هذه الإرشادات، فيجب أن تكون قادراً على استخدام التمارين بفعالية وسوف تستفيد المجموعة منها. ومع ذلك، فإن أفضل التمارين التي يتم إعدادها قد لا تحقق هدفها في بعض الأحيان.

الفصل الخامس: أساليب خاصة

هذا الفصل هو استمرار لعملية المجموعة. ويشمل ذلك أساليب لن تحتاج لاستخدامها مع كل مجموعة، ولكنها مفيدة في بعض المواقف الأخرى.

تيسير مشاهدة الأفلام:

الأفلام أداة تعليمية قيمة إذا تم استخدامها بشكل جيد. يمكن للأفلام أن توفر المعلومات البصرية في الحالات التي ستكون يكون فيها الوصف الشفوي غير مناسب. ويمكنها تزويد المشاركين بتجارب غير مباشرة لمواقف قد تكون غير مألوفة لهم تماماً. ومع ذلك، يعتمد نجاح استخدام الفيلم على كيفية تقديمه واستخدام المعلومات الواردة فيه.

أ. مثل أي تمرين آخر، يجب أن يخدم الفيلم غرضاً محدداً لمحتوى برنامج المجموعة. يجب أن يرتبط الفيلم بهدف المجموعة ويساعد على تعزيز أهدافها. عند اختيار فيلم، يجب الأخذ بعين الاعتبار فئة الجمهور المستهدفة وخلفيته التعليمية ومنظوره واحتياجاته.

ب. قم بمراجعة محتوى الفيلم قبل استخدامه. قارن بين ما يتحدث عنه الفيلم/ يعرضه وبما تحاول تحقيقه. هل سيكون الفيلم معقولاً ومتقناً بما فيه الكفاية لجمهورك؟ هل هو تعليمي، وفيه موعظة أو مليء بالمسلمات؟ إذا كان كذلك فمن الممكن ألا يكون جذاباً لمجموعتك أو أنه من النوع الذي يشعر الناس وكأنهم جزء منه أو من النوع الذي فقط يشاهدونه بصمت بدون أن يتفاعلوا معه؟

ت. قبل عرض الفيلم، أخبر المجموعة عن سبب عرضه. اقترح أشياء معينة قد يرغبون في مشاهدتها.

ث. بعد مشاهدة الفيلم، يجب أن تخضع تجربة مشاهدة الفلم للمعالجة والتحليل (بنفس الطريقة التي يجب أن تتم فيها معالجة محتوى التمرين). إن مشاهدة الفلم فقط لا تكفي لكي تكون العملية قيمة، يجب أن يكون الناس قادرين على

القيام بشيء ما بهذه التجربة. يمكنك بدء نقاش عبر طرح أسئلة افتتاحية حول محتوى الفيلم. يمكنك طرح أسئلة معرفية أيضا حول محتوى الفيلم، وأسئلة شخصية حول مشاعر الناس وردود أفعالهم وتفسيراتهم. اعتمادًا على الغرض من الفيلم، يمكنك طرح أسئلة مثل: لماذا تصرف الشخصيات على هذا النحو؟ كيف يعمل الأفراد في الفيلم في أدوار متنوعة؟ ما الذي أعجبك؟ ما الذي أثر بك؟ هل لديك أي أفكار جديدة؟ هل سبق لك التعرض لمواقف مماثلة؟

II. التفكير كمجموعة:

هناك العديد من الأسباب التي قد تكون وراء رغبة أعضاء المجموعة في العمل معًا لإنشاء قائمة من الأفكار. على سبيل المثال قد يرغبون بمحاولة تحديد جميع العوامل التي تؤثر على موقف معين، أو إيجاد حلول ممكنة لمشكلة ما، أو إيجاد طرق لتطبيق مفهوم أو أسلوب جديد. هناك طريقتان تم تصميمهما للاستفادة من إبداع المجموعة في التفكير بهذه الطريقة وهما أسلوب العصف الذهني وتقنية المجموعة الاسمية

- أ- **العصف الذهني:** طريقة شائعة تستخدم في المجموعات لمساعدة الأعضاء على التفكير لجمع أكبر عدد ممكن من الأفكار. أثناء العصف الذهني يتم تشجيع الأعضاء على إنتاج الأفكار في أسرع وقت ممكن دون النظر إلى قيمة الفكرة. يتم التركيز على الكم وليس على الجودة. لا يُسمح بأي انتقادات للأفكار (سواء الأفكار الخاصة بك أو أفكار أي شخص آخر) وذلك لأن الناس سيشعرون بحرية أكبر عند إطلاق العنان لخيالهم والمشاركة بحرية إذا لم يكونوا قلقين بشأن ما سيفكره الآخرون في مشاركتهم. كل فرد حر في تقديم أكبر قدر ممكن من الاقتراحات التي يرغب فيها. يكتب المسجل كل مشاركة على السبورة أو على ورق من الجرائد، ويتم تشجيع المشاركين على الاستفادة من أفكار الآخرين. في كثير من الأحيان، فإن أية فكرة تبدو عديمة الجدوى أو سخيفة ستثير فكرة أخرى تبين أنها ذات قيمة كبيرة. بعد عملية العصف الذهني، يمكن للمجموعة تقييم الاقتراحات.

- ب- **تقنية المجموعة الاسمية:** يشبه أسلوب المجموعة الاسمية عملية العصف الذهني، ولكنها مصممة لتشجيع كل عضو من الأعضاء على المشاركة ومنع الأعضاء الأكثر قوة من السيطرة على الإبداع. يبدأ الإجراء بفترة صامتة تتراوح بين 5 و 10 دقائق يكتب خلالها كل مشارك أكبر عدد ممكن من الأفكار على ورقة. يجب أن تكون الأفكار هي اجابة على سؤال محدد وافقت عليه المجموعة. الخطوة التالية ينتقل المشاركون فيها إلى قراءة الأفكار من قوائمهم. يتم ذلك عن طريق تبادل الأدوار، كل عضو يقرأ فكرة واحدة فقط في كل مرة. يمكن للمشاركين إضافة أية أفكار أخرى إلى قوائمهم في أي وقت، والاستفادة من أفكار بعضهم البعض. يحق للأعضاء التوقف في أي وقت والانضمام مرة أخرى في الجولة التالية. يكتب المسجل جميع الأفكار كما هو الحال في العصف الذهني.

يمكن للمجموعة مناقشة كل فكرة بعد كتابتها فقط. تقوم المجموعة بتوضيح الأفكار، ثم يتم جمع الأفكار المتشابهة إذا تم قبولها من قبل الجميع، بعد مرحلة النقاش، سيكون هناك طريقة واحدة لإعطاء الأولوية للأفكار عندما يقوم كل عضو باختيار أهم خمس أفكار وترتيبها. كل عضو يحصل على نقاط ثم تحدد المجموعة أعلى نقطة متفق عليها.

III. أساليب تيسير الفريق:

ليس من الضروري أن يكون التيسير مهمة شخص واحد. فريق التيسير له العديد من المزايا. يمكن أن يقوم اثنان من الميسرين بأداء أدوار مختلفة في المجموعة وبالتالي مساعدة بعضهما البعض لتقديم خدمة أفضل للمجموعة. وبما أن لكل ميسر خلفية مختلفة ومنظور مختلف، فستكون هناك العديد من القدرات المختلفة واستجابات مختلفة لمختلف الحالات. من خلال وجود اثنين من الميسرين، فإنك تزيد من مجموع المهارات الموجودة في المجموعة.

- أ. **الميسر-مسجل:** من المهم أن يؤدي شخص واحد مهام الميسر المنتظم، وأن يعمل الميسر الثاني كمسجل. يمكن أن يؤدي وجود شخص ماهر يجيد اتقان العمل في هذا الدور إلى تخفيف الحمل عن الميسر الأساسي. بالإضافة إلى ذلك، يمكن للمسجل الحصول على مساعدة كبيرة من خلال توفير دعم خطي لاجتماع المجموعات.

قسم العملية / المحتوى. قد يركز أحد الميسرين على محتوى النقاش، وهو موضوع المعرفة. الميسر الثاني يهتم بما يحدث في المجموعة، وكيف يتفاعل المشاركون. يسمح هذا التقسيم بتغطية أكثر شمولاً لدوري الشخص الخبير وميسر المجموعة.

في حين أن منسق المحتوى يمكن أن يركز على تقديم المعلومات ومناقشة الأفكار، الخ، يتحمل ميسر العملية مسؤولية إعطاء المشارك الذي يحاول عبثًا التحدث ولو بكلمة واحدة الفرصة الكافية للتحدث، عندما يصبح النقاش مملًا ويبدأ بعض المشاركين بالشعور بالملل، يجب إدخال بعض التغييرات على عجل، الخ .

نشيط / او سلمي غير فعال. يلعب شخص واحد دور الميسر التقليدي، في حين أن الشخص الثاني ذا دور غير مهم . ج. جدا. ويتم تحديد ذلك مع المشاركين الآخرين وتقديم التغذية الراجعة للميسر.

هذه التقسيمات ليست ملزمة تماما ولا هي الوحيدة الممكنة. عندما يبسر شخصان، يكون من الأسهل تغيير دورك في المجموعة. قد يحمل أحد الميسرين كل العبء لبعض الوقت، بعدها يستطيع الميسر الآخر تحمل العبء. إذا أصبح أحد الميسرين مشتركا في خلاف معين، فيمكن أن يوفر الثاني معالجة موضوعية. إذا قررت المجموعة أن تنقسم إلى قسمين كجزء من الاجتماع، فسيكون هناك ميسر لكل قسم. وتتمثل الميزة الخاصة في أن الميسران يمكنهم تقديم الدعم لبعضهم البعض، وتسلية الضوء على بعض المشاكل الأخرى التي قد لا يكون المرء على علم بها، وتذكير بعضهم البعض بالأشياء التي ربما نسيها أحدهما.. الخ. بعض الأشخاص الذين يعرفون بعضهم البعض ويتشاركون بنفس المواد والخطط والتوقعات عند انضمامهم لمجموعة ما، قد يتحكمون بالمجموعة إما عمدا أو بطريق الخطأ. يمكنهم ومن خلال مناقشتهم لبعضهم البعض أن يديروا المناقشة لاتجاه معين. إضافة إلى تقوية تصورات بعضهم البعض وبالتالي يكونان أقل حساسية للمساهمات المختلفة في المجموعة. على كلا الميسرين أن يكونا في حالة تأهب لهذا الاحتمال من أجل تجنب ذلك. يُعتبر تيسير الفريق مع أحد الميسرين نوا الخبرة طريقة ممتازة لاكتساب الخبرة والتعلم حول العمل مع المجموعات.

IV. حل الخلافات:

الخلاف جزء لا يتجزأ من عملية أي مجموعة ما لم يوافق الجميع على كل شيء طوال الوقت -وهو أمر مستبعد-. الخلاف عملية ديناميكية ضرورية وإبداعية في معظم العلاقات؛ يجب أن تعامل كشيء طبيعي وعادي بل ومفيد، لأنه يمكن أن يجعل المجموعة أكثر إدراكًا لطريقة سير العمل، وبالتالي تحفيز المجموعة على التغيير والتطور. ومع ذلك، عندما يصبح الخلاف هداما وسببا لجرح مشاعر الآخرين، فإنه يمكن أن يدمر الجهود الموجهة نحو هدف مشترك أو يثبط مشاركة الأعضاء الذين يخشون التعبير عن آرائهم المختلفة، أو الذين يخشون إساءة فهمهم. وأيضا يكون الخلاف سلمي عندما يشعر الناس بقمع آرائهم أو مشاعرهم. ليس من المستغرب أن تكون الخلافات- سواء حقيقية أو مفترضة - هي أساسا لتداعي المجموعات. تم تصميم هذا القسم لإعطائك فكرة عن أسباب ونتائج الخلافات.

أنواع السلوك في المواقف المحتدمة. -أ-

يمكن للناس عند احتدام الموقف الاقتراب من الوضع بشكل تنافسي، أو يمكنهم محاولة التعاون، في حين لا يزالون يعترفون بوجود صراع. عندما يتنافس الناس في نزاع ما، فإنهم عادة ما يرون أنه ستكون هناك نتيجة يفوز فيها جانب واحد والآخر يخسر. إذا حاول الناس الاقتراب من الصراع بشكل تعاوني، فإنهم يحاولون إيجاد حل يمكن فيه أن يرضي كلا الطرفين و أن يفوز كلا الطرفين في الصراع. سلوك الناس في الصراع يقع في كثير من الأحيان تحت أحد الأساليب المفصلة أدناه.

1. يحدث التهرب عند انسحاب أحد أو كلا الطرفين من وضع النزاع. إما أنهم لا يعترفون بوجود الصراع والخلاف أو يرفضون التعامل معه.
2. التجانس هو النمط الذي يؤكد فيه الطرف على الحفاظ على العلاقة من خلال التأكيد على المصالح المشتركة أو مجالات الاتفاق ولكنه يخفق في مواجهة نقاط الخلاف. هذا غالبا ما يعادل الاستسلام. كثيرا ما يستغل الأشخاص الذين يستخدمون هذا النمط من سلوك الصراع.
3. تحدث المساومة عندما تتفاوض الأطراف بحيث يحصل كل جانب على جزء مما يريد ويتخلى عن جزء مما يريد. في بعض الأحيان يكون الحل الوسط هو الحل الأفضل الذي يمكن إيجاده للمشكلة، ولكن غالبا ما تقوم الأطراف بالتسوية دون أن تتحقق فعليًا من جميع البدائل لأنها تفترض مسبقًا أن

القبول بجزء فقط مما تريده في الأصل عند الاتفاق" هو الحل المقبول. ما يمكن المساومة عليه قد يعاود الظهور كخلاف في وقت لاحق.

4. يحدث الإجبار عندما يرضخ أحد الطرفين لإرضاء الآخر، وبالتالي يحصل هذا الطرف على ما يريده على حساب الطرف الآخر.

5. ينطوي حل المشكلات على الموافقة على التعاون ومحاولة إيجاد حل يلبي احتياجات كلا الجانبين على مستوى كافٍ لتجنب الشعور بالخسارة. إنه أمر صعب، لكنه في كثير من الأحيان أسلوب مجدي، يستند إلى افتراض أن التعاون يتسبب في الحصول على أكبر المكافآت.

إلى حد كبير، هناك أحكام قيمة تتعلق بهذه الأنماط المختلفة لسلوك الصراع. ومع ذلك، لا يوجد نمط واحد جيد دائماً أو سيئ دائماً. في حالات مختلفة ستكون السلوكيات المختلفة مناسبة. عندما يكون نصف المجموعة مصمماً على المضي قدماً في نشاط معين، لكن النصف الآخر يحتج بشدة على أنهم يريدون استبدال نشاط بنشاط آخر مختلف، وفي الوقت نفسه يتم فقدان وقت الاجتماع القِيم في ما يبدو أنه حجة ميؤوس منها في حالات كهذه يكون التوصل إلى حل وسط أفضل للمجموعة، مثل ممارسة كلا النشاطين ولكن بشكل مختصر، أو الانقسام إلى مجموعتين. ومع ذلك، إذا كان الخلاف حول الأهداف الأساسية وكان هناك مرونة أكبر في الوقت، فقد تقرر المجموعة محاولة حل المشكلة. إذا كان هناك خلاف طفيف بين عضوين في مجموعة كبيرة قد لا تجتمع مرة أخرى، فقد يكون من الأفضل تجنب الصراع.

إن المفتاح لتحويل الصراع إلى شيء بِنَاء للمجموعة هو المرونة بطريقة مثالية، يجب أن تكون قادراً على تغيير أسلوبك في النزاعات وذلك وفقاً للموقف، ويجب أن تكون قادراً على مساعدة المجموعة في التعرف على أسلوبها وتغييرها أسلوب تعاملها عند الحاجة. وبصفتك ميسراً، سيتعين عليك إصدار أحكام حول ردودك الخاصة على النزاعات واستجابات الآخرين. على سبيل المثال، إذا كان من الواضح أن هناك بعض الاختلافات حول ما يجب أن تفعله المجموعة، فانك قد ترى أعضاء المجموعة يتفادون المشاركة، أو قد ترى عضواً في المجموعة يحاول إجبار المجموعة بان يكملوا طريقهم او يقوم بالتعطيل عليهم، و قطع الحديث على الآخرين، أو اسكات أولئك الذين يختلفون معه. مهمتك هي النظر في كيفية تعامل المجموعة مع النزاع وتحديد ما إذا كان يجب عليك المحاولة لجعل الأعضاء يتأقلمون مع نمط مختلف.

قد تتضمن الأساليب التي تستخدمها لجعل المشاركين يغيرون مشاركتهم في النزاع، كإعطاء المجموعة تعليقات مباشرة حول أسلوبهم وذلك من خلال وصفك لهم كيف ترى الموقف من وجهة نظرك، وربما عن طريق تقديم اقتراحات حول كيفية التعامل مع النزاع بشكل مختلف. أو قد ترغب في تقديم المزيد من التوجيه غير المباشر، على سبيل المثال، عن طريق سؤال بعض الأعضاء الغير المشاركين في المجموعة عن رأيهم في الموقف. في بعض الأحيان، سوف تكون أنت مشاركاً في النزاع. في هذه الحالة، يجب أن تكون قادراً بان تخطو خطوة الى الخلف وان تطبق هذ المعايير على نفسك قدر الإمكان.

ب- التشخيص.

هناك العديد من الأشياء التي يجب وضعها بعين الاعتبار عند البحث عن حلول للصراع. فالهدف الرئيسي هو محاولة اكتشاف ما يجب إنجازه لكلا الطرفين ليشعروا بتلبية احتياجاتهم. ومحاولة فرز الخلافات الحقيقية من الخلافات الإدراكية. كالاختلافات التي تجعل الافراد يعتقدون بوجودها لأنها تستند على افتراضات لا أساس لها حول الطرف الآخر أو الموقف. قد تكون المتغيرات التالية مفيدة في فرز أي نوع من المشاكل موجودة، وفي اختيار نمط (أنماط) للتصرف السلوكي الأكثر ملاءمة.

1. خصائص أطراف الصراع. ما هي قيمهم وأهدافهم؟ ما هي الموارد (المعلومات، دعم المجموعة، احترام الذات) التي لديهم للبدء أو حل النزاع؟ ما هي أساليبهم لبدء النزاع؟
2. علاقتهم السابقة مع بعضهم البعض. ما الذي حدث بينهم في الماضي (في وقت سابق من هذا الاجتماع، أو قبل هذا الاجتماع)؟ ما هي مواقفهم وتوقعاتهم عن بعضهم البعض؟ ماذا يعتقد كل منهما أن الآخر يفكر به أو بها؟
3. طبيعة القضايا التي أدت إلى نشوب الصراع. كيف يرى كل طرف القضية؟ ما هو تأثير "الفوز" أو "الخسارة" في الصراع على كل طرف؟ هل لدى أي من الطرفين تقاليد أو معتقدات تعتمد على النزاع؟
4. بيئة المجموعة التي يحدث فيها النزاع. ما هي اهتمامات الآخرين في المجموعة بموضوع النزاع ونتائجه؟ هل يعزز هذا الوضع النزاع أم يثبطه؟ هل هناك معايير جماعية أو تأثيرات تعمل على تنظيم النزاع؟ هل يظهر أعضاء المجموعة الآخرون الضجر والملل؟
5. الاستراتيجية والتكتيكات المستخدمة من قبل الأطراف في الصراع. هل تم التأكيد على إستراتيجيات العقاب؟ ما هي التهديدات التي يتم التعبير عنها وكيف يتم دعمها. ما مدى معرفة وثقة كل من الطرفين لبعضهما البعض؟ ما مدى التواصل الواضح والدقيق بينهما؟
- 6- ما هي القيود الزمنية التي تؤثر على النزاع؟ هل يتلقى كل من الطرفين الوقت الكافي لشن النزاع أم أنهما يتعرضان للضغوطات لكي يتوقفوا عن استخدام وقت المجموعة للاختلاف؟

التعامل مع الصراع -ت

1. في تجربتنا هذه هناك العديد من الصراعات التي تكون نتيجة لضعف التواصل أو سوء الفهم حول التوقعات. إنه من المهم دائماً أن يكون الناس صريحين بشأن افتراضاتهم. ولكن بما أن ذلك غالباً ما يكون صعباً، فإنه يساعد على طرح هذا السؤال: هل هناك تصورات مختلفة في الموقف؟ كن دقيقاً لحقيقة أنه في كثير من الأحيان ما يُنظر إليه بالأساس كمصدر للنزاع، فقد يتبين أنه ليس كذلك.
2. نقطة أخرى يجب التركيز عليها هي توضيح سوء فهم الأهداف. اسأل: ما هدف كل طرف؟ هل هذا صراع بين أهداف مختلفة؟ بين طرق مختلفة لنفس الهدف؟ بين طرفين مختلفين واحتياجات مختلفة؟ لا يمكن التأكيد بما فيه الكفاية على أنه من السهل التعامل مع الصراعات عندما يعرف الناس بالضبط ما هي أهدافهم، كأفراد ومجموعة. غالباً ما يحدث خلاف كبير بين طرفين يفشلان في إدراك انهما يسعيان إلى نفس الهدف. عند تحديد الأهداف لنفسك أو لمجموعتك، يجب أن تكون واضحة ودقيقة قدر المستطاع.
3. بمجرد تشخيصك للصراع وفهم طبيعته، ستكون في وضع أفضل لتحديد أي نوع سلوك لحل الصراع هو الأنسب. في بعض الأحيان تواجه المجموعة مشكلة تتطلب اهتماماً جدياً. في بعض الأحيان تتطلب منك المطالب الفورية للموقف أن تتدخل وتفرض أفكار الخاصة على المشكلة. عندما يكون هناك مقدار كبير من الوقت، وعندما يكون الالتزام بالمجموعة جيداً، يمكن أن ينتج نموذج لحل المشكلات وعادةً ما يكون حلاً مرضياً. حل المشكلات بدلاً من البكاء هو عملية تشارك فيها المجموعة بأكملها.

VI. التدخل في الأزمات

تحديد ما إذا كنت تريد التدخل في الصراع. الصراع الحاد هو واحد من الحالات التي قد تخلق أزمة في المجموعة. في بعض الأحيان ما يحدث في المجموعة من الممكن ان يخلق صعوبات لدى بعض أعضاء المجموعة. إن مناقشة أمر معين مع شخص ما في المجموعة قد تذكره بتجربة مؤلمة. قد يصبح شخصاً مزعجاً. مثل هذه المشاكل مشتركة بين المجموعة بأكملها، وهي مسؤولية الجميع. بصفتك ميسراً، قد ترغب في التدخل، ولكن قبل التدخل، ضع في عين الاعتبار ان تنتقي خياراً بعناية. احذر من التحيز لاحد ما او لأمر خاص بك، تأكد من أنك لا تتصرف برودة فعل مبالغ فيها. هل يمكن التعامل مع المشكلة عن طريق أخذ استراحة أو عن طريق التحلي بالصبر أو من قبل شخص آخر؟ هل المجموعة تدرك المشكلة؟ إذا كان الأمر كذلك، فهل هذا يجعلهم غير مرتاحين (متوترين، غير مرتاحين، صامتين)؟ هل أي شخص آخر يقوم بأي شيء عن الموقف؟

دورك في التدخل. إذا أصبحت المشكلة شديدة بما يكفي لتعطيل تقدم المجموعة، فقد تقرر أن التدخل ضروري. قد تبدأ من التحقق أولاً من تصوراتك مع المجموعة أو محاولة فهم ما يحدث. يمكنك التعامل مع المشكلة على مستوى المحتوى، بمعنى ان تتعامل مع المسألة التي هي موضوع الخلاف، أو قد تتعامل معها على مستوى الطريقة التي أدت إلى المشكلة، بمعنى الطريقة التي تتصرف بها الأطراف المتخاصمة. يجب أن تحاول قدر الإمكان، أن تبقى موضوعياً حول المشكلة، وأن تعمل كمفسر وملخص بدلاً من أن تكون طرفاً في الصراع. إذا كنت طرفاً بالفعل في الصراع، فقد يكون من الأفضل أن تجعل شخصاً آخر يقوم بدور الميسر في الوقت الراهن.

خلال الأزمة، تكون مشاعر الناس مهمة بشكل خاص. يمكنك التعبير عن مشاعرك، ولكن ليس بشكل مفرط. عندما يصبح التعبير عن مشاعرك ذريعة لخلق كبت فداء أو التعميم (على سبيل المثال عندما يقول احدهم لك: " انت لا تعطي أفكارى فرصة ابداء)، فتكون قد ابتعدت عن الحل ، و أصبحت تساعد في جعل الناس أكثر دفاعاً عن انفسهم أو إيذاء للآخرين .

VII. إيجاد حلول للمشاكل:

حل المشاكل هو أسلوب تعاوني لفهم أسباب الصراع والذي تحاول فيه الأطراف في المجموعة لإيجاد حل لها يرضي الجميع. حل المشكلات عملية ذات قيمة عندما يكون لديك وقت وعندما يكون الأفراد المعنيين ملتزمون للغاية بالعملية. حتى عندما لا يمكن العثور على حل مثالي - مثل أن يكون حلاً يسمح للجميع بالحصول على ما يريدون - فإن فكرة حل المشكلات ستؤدي عادة إلى أفضل حل مقبول. سنركز هنا على ما يمكنك القيام به لجعل حل المشكلات أسهل وأكثر احتمالاً للعمل بها. على الرغم من أننا سنركز في المقام الأول على الصراعات بين طرفين، إلا أن التقنيات التي نوصحها يمكن ان تتلاءم مع المواقف التي يوجد فيها أكثر من طرفين، بالإضافة إلى حالات اتخاذ القرارات الجماعية التي لا تنشأ بالضرورة عن الصراع. سيكون هذا القسم أكثر منطقية إذا كان لديك فهم لمهارات عملية المجموعة (**في الفصل 4**) والفصل الخاص بحل الصراعات قبل أن تستمر.

فيما يلي بعض الشروط التي يجب أن توجد قبل محاولة حل المشكلة لكي تكون العملية فعالة. أ-

1. **يجب على كلا الطرفين الاعتراف بأن لديهم مشكلة مشتركة.** واحدة من أهم الخطوات في إيجاد حل المشكلة

هو جعل الناس يعترفون بالاهتمامات والدوافع المشتركة بينهم لغرض التعاون. تتمثل الخطوة الأولى في جعل المشاركين يدركون أن كل المعنيين هم جزء من المشكلة، وأن أيّاً من الجانبين ليس "محق" أو "مخطئ"، وأنه يجب على كلا الطرفين التعاون إذا أرادوا حل المشكلة.

من السهل تحقيق ذلك إذا كان أعضاء المجموعة يشتركون بفهم فكرة المساواة كقيمة أساسية في المجموعة وإذا كان لديهم موقف بناء تجاه الصراع. التعليم المسبق لهذه الأسس من الممكن أن يعزز هذه الأفكار قبل نشوب الصراع. تحدث إلى المجموعة حول حل الصراع وحل المشكلات قبل نشوبه. بصفتك ميسراً، يمكنك التأثير على المجموعة لإدراك أن الصراع مشكلة مشتركة بين افراد الفريق وليست مشكلة فرد واحد بالطريقة التي تصف بها انت الموقف.

2. **يجب على كلا الطرفين إدراك التوازن في الموارد.** إن الموافقة والدعم من أعضاء المجموعة الآخرين، والأمن

الشخصي، والتأثير، والشعبية، والمعلومات، وتبادل المعلومات كلها موارد متاحة لأعضاء المجموعة لتحقيق أهدافهم. في مواقف الصراع، غالباً ما يستخدمون هذه الموارد بجهودهم للوصول إلى أهدافهم، ومن المرجح أن يكون حل المشكلات ناجحاً إذا رأى كلا الطرفين توازناً في مواردتهما.

من المحتمل أن يحدث هذا إذا شعر أي من الطرفين بأنه مفضل من قبل المجموعة. والامر المثالي ان يحدث هنا أن تدعم المجموعة كلا الجانبين على المستوى الشخصي وألا تتحيز لجانب على حساب الآخر في الصراع. وهذا

يشجع كلا الطرفين على التعامل مع الصراع، مع ذلك فإنه يعرفهما أن لهما قيمة شخصية وهذا بالتالي لا يعني أن على المجموعة ان تقف الى جانب أحد منهما إذا ما قام طرف منهما بمحاولة اقناع والضغط على افراد الفريق الاخرين بشدة لصالح قضيتته ضد الفريق الاخر. هذا الامر يجعل عملية المواجهة عادلة.

يمكن أن يكون الميسر نموذجًا للمجموعة كحاكم عادل للجميع، وليس فقط أثناء الصراع، ولكن أثناء وقت الجلسة. أشر إلى أن المشكلة موجودة عند الجميع، وأنه إذا لم يستفد الجميع من الحل، فلن يستفيد أي شخص لأن المجموعة بأكملها ستضعف. ومن المهم أيضًا ان يكون هناك تواصل مفتوح وتعبير عن المشاعر كقاعدة لتقدم المجموعة. فالقدرة على قول ما يدور في ذهنك دون خوف من السخرية يساعد على خلق شعور بالقبول والتوازن بين الناس. إذا لم يكن أفراد المجموع سريعيين في إطلاق الأحكام على الناس، سيكون حل المشاكل أسهل.

حتى إذا لم تكن المجموعة تقدم المساعدة والدعم حقًا، من الممكن لكلا الطرفين أن يشعرا بحرية التعبير عن انفسهما بالحد المقبول و ان لا يوجد حلفاء واضحين من افراد المجموعة لطرف واحد دون الآخر فإنه كلما زاد عدد الأشخاص الذين يشاركون في المشكلة، كلما كان من الصعب حلها.

3. **يجب أن تكون هناك ثقة بين الأطراف المشاركة في الصراع.** يجب أن يتحدث الناس بأمانة عن المشكلة وأن يأخذوا عملية حل المشاكل على محمل الجد. هذا لا يعني أنه يجب أن يكون الطرفان صديقين حميمين، ولكن يجب أن يكون لديهما شعور بالأمانة والالتزام تجاه الشخص الآخر. من المرجح أن يشعر الناس بالالتزام بعملية حل المشكلات إذا اختاروا حل المشكلة بدلاً من أن تُفرض عليهم من قبل الميسر. إن مناقشة إيجابيات وسلبيات حل المشكلات قد تعزز ذلك. ومع هذا، لا تضغط على المجموعة للقيام بهذه العملية لأنك تعتبرها مناسبة. إذا كان على الأعضاء حل المشكلة بحسن نية، فعليهم اختيار القيام بذلك بأنفسهم.

4. **يجب أن يكون لديك الكثير من الوقت.** لحل مشكلة العمل بشكل جيد، يجب أن يكون لدى المشاركين الوقت الكافي. إذا لم يكن لديك متسع من الوقت، فلن يكون هناك مجال لحل المشكلات.

5. **يجب التقليل من الشعور بالتهديد لجميع المعنيين في المجموعة.** إذا شعر المرء بأنه مهدد، فإن الشعور بالثقة والاتصال المفتوح والصبر أمور مستحيلة. الشعور بالتهديد يغلق أعين الناس وأذانهم عن أشياء قد تكون حساسة تجاههم في وضع أكثر هدوءًا. إحدى طرق تقليل التهديد هي التركيز على المشكلة، وليس على الأشخاص. إعادة صياغة المشكلة بحيث تبدو موضوعية بدلاً من أن تشير على أنها خطأ أحد الأشخاص يمكن أن يساعد في تقليل الحدة على الأشخاص المهتمين. إذا لم يشعر أحد باللوم، فستزول الكثير من أسباب التهديد.

ب – عملية حل المشاكل:

هناك عدد من الأساليب المقترحة لحل المشاكل. يمكن ملائمة هذه الخطة المكونة من أربع خطوات بشكل جيد مع وضع المجموعة، تشترك هذه العملية بعدة أمور مع الطرق الأخرى. يعتبر ان من المهم استخدام أسلوب الاتصال المفتوح في حل المشكلات. يجب صياغة الأسئلة ذات النهايات المفتوحة ويجب عدم تحديد الطريقة التي يجيب بها الشخص عن هذه الأسئلة. يجب أن تكون أنت والمشاركين على استعداد لقبول التغذية الراجعة والملاحظات من الأشخاص المعنيين الآخرين. إن تسمية الردود "تغذية راجعة" بدلاً من "النقد" يساعد في تجنب الفهم السلبي للأمور.

خطوات حل المشكلة هي:

1- اختبار تصور كلا الطرفين. إن الناس في الصراعات هم عرضة بشكل خاص لتكوين افتراضات متهورة عن الخصوم ومن السهل عليهم بشكل خاص تشويه الحقائق أو افتراض معتقدات أو دوافع تخص الطرف الاخر غير موجودة اساساً. هذا

لا يعني ضمناً أن كل صراع عائد إلى نقص التواصل أو أن كل مجموعة من أطراف الصراع لديها عدد كبير من المصالح المشتركة ولكن هذا الأمر يشير إلى أن الناس يجب عليهم أن يحصلوا و يفهموا الحقائق أو المشاعر المتعلقة مباشرة بهذا الأمر قبل أن تبدأ المجموعة بمعالجة الصراعات و يجب القيام بذلك بذهن صافي و بشكل إبداعي. بعض الطرق التي يمكن إتباعها لتحقيق ذلك هي:

أ- هناك عدد من التمارين التي يمكن أن تساعد المجموعات على فهم أفضل لديناميكيات الصراع. يمكن استخدام التمارين لمساعدة الناس على التعرف بشكل أفضل على بعضهم البعض وتبنيهم إلى الأفكار النمطية التي يحملونها عن خصومهم. على سبيل المثال: اطلب من المشاركين سرد الخصائص والمشاعر التي يعتقدون أن أعضاء آخرين في المجموعة يمتلكونها على أساس ما يعرفونه بالفعل عنهم. قد تسأل أسئلة مثل ما هي المعتقدات الدينية لأعضاء المجموعة أو كيف يشعر عضو آخر في المجموعة حول العمل ضمن مجموعات. اطلب من الأعضاء وضع قائمة تشمل وصف الشخص المعني. سوف يوضح عدد الأخطاء الذي سيشكل رسماً بيانياً كيف أن ما يعرفه شخصين عن بعضهم البعض هو أقل مما يتصوره كلاهما.

ب- إن تشجيع أحد الأطراف على إظهار سلوك تعاوني أو توضيح كيفية تعاونه في السابق يدل على التزام المجموعة بحل المشكلات ورغبتها في العمل بشكل تعاوني. بعض الأشياء التي يجب الإشارة إليها هي: توضيح الأشياء المحببة وغير المحببة لدى الأطراف المشتركة؛ القيم والأهداف المشتركة بينهم. أو الطرق التي تلقى فيها أحد الطرفين المساعدة من الطرف الآخر في الماضي. بشكل عام، يميل الناس إلى الإعجاب بمن لديهم نفس المعتقدات والرغبات والقيم والمصالح. استفد من هذه الحقيقة للإشارة إلى القاعدة الأساسية المشتركة (أو الأفضل من ذلك، اجعل الأشخاص الذين هم جزء من الصراع أن يكتشفوا الأمور المشتركة بينهم.

الغرض الأساسي من اختبار هذه التصورات هو جعل الأشخاص المعنيين يركزون على المشكلة بدلاً من التركيز على الأشخاص الآخرين في المجموعة. حتى إذا قام شخصان بالتواصل مع بعضهم البعض بطريقة خاطئة ربما يكون هذا السبب الجذري للمشكلة، يمكن التوصل إلى الاختلافات الشخصية بينهم من خلال التفكير الإبداعي في العديد من الحالات.

2- تحليل المشكلة مع إعطاء أكبر قدر ممكن من التفاصيل. الشيء المهم في هذه المرحلة من العملية هو فصل موضوع المشكلة عن التفكير في إيجاد الحلول وكلا الأمرين يعتبر من ضمن التقييم النهائي. إذا بدأت التفكير في حلول في وقت مبكر، فمن المحتمل أن تقوم بتجميد وعرقلة عملية التفكير قبل أن تحصل على صورة كاملة للمشكلة. طبق هذه الإرشادات:

أ- اجعل الأشخاص يذكرون المشكلات والأهداف بشكل محدد قدر المستطاع. (إذا حاولت تحقيق هدف عام جداً مثل "التشجيع على التواصل بشكل أفضل" أو حل مشكلة عامة جداً مثل "التواصل السيئ"، فستشاهد بسرعة فوائد تحديد الأمور بشكل أفضل).

ب- ينبغي قدر الإمكان ذكر الأهداف كأولويات مشتركة بدلاً من التركيز على الاحتياجات الفردية. عليك تحديد الأهداف كأهداف عامة للمجموعة، وتجنب تحديدها مع أي شخص أو كمصلحة خاصة. وهذا يسمح بتقييم كل هدف ومشكلة بشكل موضوعي بدلاً من المصلحة الشخصية. حدد المشكلة باعتبارها عقبات وليس من حيث الحلول. عادة ما يكون التفسير عبارة عن بيان لبعض المشاكل. من خلال تحديد مشكلة بدلاً من الحاجة إلى حل معين، فإنك تتجنب الدخول إلى مسار واحد في وقت قريب جداً. يمكن للمجموعة المضي قدماً في اقتراح مجموعة من الحلول للمشكلة - قد يكون بعضها أكثر إبداعاً وتعمل بشكل أفضل من الحل الجاهز والمرتب مسبقاً.

ت- خارج هذه المرحلة يجب أن يأتي بيان المشاكل ومجموعة عامة من الأهداف التي يجب الوفاء بها لحل المشكلة.

3- إنتاج الحلول الممكنة. في هذه المرحلة يتم التركيز على كلمة "ممكن" وهذا يعني ألا تستبعد أي أفكار أو أي قرارات أو أي تقييم بأي طريقة. قدم أكبر عدد ممكن من الأفكار، والسماح للجميع بالمشاركة قدر ما يستطيعون دون القيام بأي تقييم أو انتقاد. اصدار الأحكام في هذه المرحلة قد يعرقل الإبداع. سيكون الناس مترددون في تقديم اقتراحات لأنهم سيقفون بشأن ما إذا كان الناس سيعتبرون فكرتهم جيدة بما فيه الكفاية أو ما إذا كانوا سينتقدونها. في هذه المرحلة، أنت فقط ترغب في التوصل إلى أكبر عدد ممكن من الأفكار التي يمكنك أخذها بعين الاعتبار.

4- **تقييم الحلول.** في هذه المرحلة يتم مناقشة الحلول المختلفة من قبل المجموعة ويتم اختيار حل واحد. أفضل طريقة لاختيار الحل هي بانسجام الآراء (اتفاق بالإجماع). إذا قمت بالتصويت، فأنت مرغم على اتخاذ قرار بشأن الأقلية - وهو عكس حل المشكلة. إن استخدام الإجماع يضمن التأكد من أن الحل مقبول لجميع المعنيين.

أ- التقييم من حيث الجودة والقبول. استخدم معايير موضوعية قدر الإمكان، أي اختيار الحل الذي يمكن أن يتفق عليها الجميع.

ب- لا تطلب من الأشخاص تبرير اختياراتهم أو مشاعرهم. أن طلب تقديم المبررات يزيد من احتمالية شعورهم بالتهديد.

ت- تعامل مع الغضب والحفاظ على مشاعر الآخرين. لا تخبر الناس بين يكتفوا مشاعرهم حتى وقت لاحق. يعتبر التعامل مع مشاعر الأخرى جزءاً مهماً من عملية حل المشكلات.

بشكل عام، تعامل مع ما تعتبره المجموعة خيارات، من خلال اتباع نهج يركز على المشكلة. عندما يكون لديك مشكلة لحلها، يكون لديك أيضاً معيار لتقييم الخيارات المحتملة من خلال طرح العديد من الحلول البديلة، يمكن التخلص من المشكلة بطريقة مرضية للجميع.

ت- **ملاحظة خاصة حول المشاكل الشخصية:** إذا كان لديك مشكلة شخصية حقيقية، فليس هناك الكثير الذي يمكنك فعله بخصوص ذلك، ولكن المشاكل الشخصية الحقيقية أكثر ندرة بكثير مما يعتقد الناس عادةً. غالباً ما تكون "المشكلة الشخصية" خطأ في التشخيص، على سبيل المثال، قد يصطدم اثنان من أعضاء المجموعة بشكل متكرر، ويختلفان مع بعضهما البعض في كل المنعطفات ويعبران عن عداوة شديدة اتجاه بعضهما البعض. للوهلة الأولى، هنالك حاجة ملحة لعدم إدراج ادعاءاتهم كصراع شخصي. ومع ذلك، قد يكشف التحليل الدقيق للمشكلة أن سبب الصدام هو الإحباط الناتج عن التعاريف المتناقضة لأدوارهم المختلفة في المجموعة وقد يكون سبب المشكلة أيضاً هو عملية المجموعة نفسها، والعمل على تنظيم عملية المجموعة يمكن أن يعمل على القضاء على الصراع بين الأشخاص. هذا لا يعني أن الصراعات الشخصية لا تحدث. أقترح عليك أن تنظر للأمور بعناية قبل أن تقرر ما هو السبب. إن وجودك في المجموعة حيث يكون هناك قنوات اتصال مفتوحة ويكون أفراد المجموعة أكثر وضوحاً يسهل من تشخيص المشكلة لذلك كن متفانلاً بشأن إمكانية حل المشكلة لأطول فترة ممكنة.

الفصل 6: ماذا يمكن ان يحدث على نحو خاطئ: وكيفية التصرف فيما يتعلق بهذا الموضوع

حتى في أفضل الظروف، قد تحدث بعض المشاكل. بصفتك الميسر، إذا كنت على دراية بالمشاكل عند ظهورها وكنت على استعداد للتعامل معها، فيمكنك عادةً منع بعض من افراد المجموعة من افساد الجلسة الجماعية مرة اخرى. هناك عدد من الأشياء التي يمكنك القيام بها عند التعرف على وجود مشكلة. وأحد هذه الامور هو عدم القيام بأي شيء حيث انه ليس من الممكن أو من الضروري دائماً أن يقوم الميسر بمعالجة كل مشكلة ثانوية تعاني منها المجموعة. قد تقرر أن مشكلة معينة ليست خطيرة وإذا تركتها قد تختفي أو يتم التعامل معها من قبل أعضاء آخرين في المجموعة.

عندما لا يشارك الناس أو عندما يظهر عليهم انهم يشعرون بالملل:

أ- **الحالة الأولى:** خروج شخص واحد أو شخصان من المناقشة، بسبب شعورهم بالملل، رغم أن بقية المجموعة تبدو وكأنها تعمل بشكل جيد.

1- حاول تحديد ما إذا كان هذا السلوك يعطل عمل بقية المجموعة. إذا كان السلوك يسبب الفوضى، فإن الشخص الذي لا يشارك قد يعبر عن نوع من عدم الرضا بحيث لا يشعر بأنه قادر على التعبير عن الكلام. إحدى طرق التعامل مع هذا الأمر على الفور هي سؤاله عما إذا كان هناك أي تعليق يرغب في مشاركته مع الآخرين. أنت بذلك تقدم للشخص فرصة لتقديم أي نقد يتعلق بسلوك تعطيل المجموعة الذي قام به، وتسمح للمجموعة بالتعامل مع

المشكلة. هذا الحل يعتبر له مخاطر محتملة ومن أحدها هو أن الفرد المعني قد يشعر بالتهديد للتكلم عن مشكلته بشكل منفرد أو التعرض للانتقاد، على الرغم من أن السلوك التخريبي يلفت الانتباه إليهم. هنالك خطر آخر من الممكن أن يؤثر على كل المجموعة حيث من الممكن أن تتعثر المجموعة أثناء مناقشة احتياجات أو مشكلات شخص واحد مما يؤدي إلى الانحراف عن هدف المجموعة نفسها. عليك محاولة دراسة الوضع وتقدير ما إذا كانت المشكلة تُحل بشكل جماعي مع المجموعة.

2- إذا لم يوجد أي اضطراب، وإذا كانت المحاولات الطبيعية لمعرفة سبب الانسحاب من العمل مع المجموعة غير فعالة، فإنه من الأفضل انتظار استراحة المجموعة والتقرب للشخص على انفراد لمعرفة ما إذا كان يشعر بالملل أو بحالة من عدم الرضا. غالباً ما يكون الجواب ببساطة " لست أشعر أنني في مزاج جيد للمجموعة اليوم. لدي الكثير من الأمور تدور في ذهني ". عليك احترام وتقبل هذه الإجابة. إنها ليست من مهام الميسر أن يجبر الجميع أن يكونوا متحمسين أو مهتمين وفعالين في المجموعة خاصة إذا تواجدت عوامل خارجية تمنع ذلك. ولكن، إذا كانت المشكلة ترتبط بهدف المجموعة أو عملها، على الميسر أن يجذب انتباه المجموعة كاملة لها (ربما عن طريق تشجيع الفرد لتعبير عما يجول في ذهنه و عن قلقه حول امر ما).

ب- الحالة الثانية: ان تشعر المجموعة بأكملها أو جزء كبير منها بالملل أو بأنها ليست رغبة في المشاركة.

1- النظر في مراجعة أهداف المجموعة التي تم إعدادها في بداية الجلسة. قد يشعر الناس أن ما يحدث في المجموعة ليس من ضمن اهتماماتهم.

2- قد تكون المجموعة قد أصبحت متعبة او منهكة خلال التمرين. قد يكون هذا هو الوقت المناسب لتقديم تمرين محدد أو لعب أدوار يعيد المجموعة كما كانت ويشجع على التعبير والمشاركة.

3- قد تشعر المجموعة أنها تدور حول نفسها، وأنه لا يوجد أي تحرك واضح تجاه أهداف المجموعة. من المهم الحفاظ على الاحساس بنوع من البناء والحركة داخل المجموعة.

4- قد يكون الوقت قد حان للاستراحة. على الأرجح فأن استمرار تركيز المشاركين يتوقع ان يكون لمدة ساعتين على الاكثر. عندما يكون الناس متعبين أو جائعين أو غير مرتاحين جسدياً من الجلوس لفترة طويلة، فإن المشاركة سوف تكون أقل بشكل واضح.

5- أدخل الفكاهة أو تقديم شيء غير متوقع في المناقشة هو طريقة مؤقتة لإعادة الفائدة إلى المجموعة.

6- من المحتمل ان تعمل على مستوى معقد جداً أو بسيط جداً.

7- قد يكون الناس خائفين من الميسر أو أي شخص آخر في المجموعة. إن توجيه الأسئلة نحو بقية المجموعة قد يساعد في كسر الحواجز وتحريك النقاش.

III. عند انتقاد الناس لأداء الميسر:

D. المفاهيم المتقدمة: إذا لم تهيب نفسك لتكون القائد والمحرك الرئيسي في بداية تشكيل المجموعة، وإذا يقوم احد من أوضحت ان كامل المجموعة سوف تتحمل المسؤولية مهما جرى، فمن غير المرجح ان المجموعة بانتقادك. وبتوضيح دورك في بداية الاجتماع سوف تزود نفسك بمرجع يمكنك الرجوع اليه إذا نسيت المجموعة طبيعتهم الجماعية.

- E. ومع ذلك فإن المجموعة قد تهاجم وتنتقد الميسر لعدة اسباب، إن من الشائع في المجموعة اعتبار الميسر كبش فداء لتحميله كل اخطاء المجموعة وهذا الوضع يجعلك أكثر جاهزية للدفاع. اجعل المجموعة تخبرك أثناء الجلسة عن أمور خيبت أملها، او حتى شجعتها لتقوم بالانتقاد لكن حاول بأن توجه التعليقات بعيدا عن مهاجمة شخص واحد بحد ذاته ووجهها نحو مشكلة معينة ضمن المجموعة ككل. ثم وجه النقاش لحلول ممكنة بعد تهدئة المشاعر وعدم الرضا الذي حدث. اسمع منهم، وبدلا من ان تحاول الدفاع عن نفسك او تبرير افعالك، ابحث بنفسك عن النقاط التي احبطتك والتي شعرت بها في المقابلة. عبر عنها وناقش المشاكل التي يجب تجنبها مع المجموع، ليس فقط من حيث ما قد يتم انجازه بل ما قد تنجزه المجموعة ككل أيضا. حاول ان تركز على نقطة ان مسؤولية صنع القرارات تقع على الجميع في المجموعة وتقديم الحلول للصعوبات التي تواجهها المجموعة، وبهذا يمكنك إنجاز العملية لأبعد مدى ممكن مما يجعل الآخرين ممتنين للمساهمة والتعاون.
- F. استمع لمن ينتقد طريقة تيسيرك للمجموعة وتذكرها لأخذها بعين الاعتبار مستقبلا، فإنه لا يجب عليك ان تكون مثاليا. وفي الواقع، نحن نتعلم من أخطائنا أنه من الأمور المعروفة أنه ليس من السهل الحصول على التغذية الراجعة الاستنتاجية لدورك.

III. عندما لا تملك الوقت الكافي لإنجاز ما خططت له

- G. هذه هي المشكلة الأكثر شيوعاً وسوف تواجهك في عملية التيسير. تذكر إنك عندما تخطط جدول الاعمال فان الاستخفاف بمدة الوقت اللازم لجزء معين أسهل من المبالغة فيه. حاول أن تضع هامش وقت لتجاوز الوقت المخطط له في خطتك. تذكر انه من الممكن أن يتأخر الناس، وانهم من الممكن ان يقضوا الوقت وهم يتحدثون قبل الذهاب للعمل وان البعض منهم قد يمددون فترة الاستراحة أكثر من وقتها المخصص.
- H. إذا كان جدول اعمالك غير مناسب للوقت الذي تملكه، اطلب من المجموعة ان تساعدك لتحديد الوقت. اطلب من المجموعة المساعدة لضبط الوقت قدر المستطاع.
- I. يجب اعطاء اولويات للأمور المفيدة أولا لذلك حدد ما هو الامر الأكثر أهمية ليتصدر قائمة الأولويات في جدول اعمال المجموعة.
- K. ذكر المجموعة عند انتهاء المدة المحددة او تجاوزها. إذا اراد اعضاء المجموعة الاستمرار وانتهاء المادة المقدمة وجب عليك معرفة كيف سيعملون على ذلك.
- L. إذا كانت المجموعة في منتصف الواجب ويبدو ظاهرا انهم لن يكملوا في الوقت المحدد، ناقش البدائل مع المجموعة كتمديد الوقت او اعادة تنظيم بعض اجزاء المادة للاجتماع القادم.

IV. عندما يكون هناك وقت أكثر مما كنت قد خططت له

- C. من الممكن اختتام أي اجتماع في وقت مبكر قبل انتهاء الوقت المحدد ولا يعتبر هذا الامر أمرا خاطئ.
- D. لا تحاول تمضية الوقت المتبقي بكلام سطحي لا علاقة له بمادة الاجتماع، وإذا كان هنالك شيء لفعله في ذلك الوقت فإما ان تقترح انت او المجموعة للمضي قدما بكل الوسائل، ومن ناحية اخرى اذا كنت تماطل فان الوقت الزائد سوف يضيع سدى او ينعكس ضدك.

V. عندما يبدأ الجدول في المجموعة.

هذا الوضع صعب السيطرة عليه لكن الشيء الأكثر اهمية هو توجيه النقاش نحو المشكلة نفسها وبعيدا عن الإساءة للآخرين. حاول اعادة صياغة التعليقات على شكل اسئلة عامه موجهه للمجموعة. انه من الافضل الحد من النقاش بين الشخصين

المتنازعين والتركيز على تقديم الآخرين (الأكثر حيادية وأقل انخراطا في الخصومات الشخصية) للنقاش. بعض الطرق الخاصة:

- E. اطلب من بقية المجموعة التعليق على موضوع الصراع.
- F. اعد التأكيد على المسألة التي تمت مناقشتها من أجل توضيحها مع إعطاء المجال للنقاش السريع.
- G. وجه سؤال إلى أحد أطراف الجدل، اسأل عن أسباب أكثر تحديدا لوجهة نظر معينة، ثم اطلب من أحد آخر من المنخرطين بالنقاش لإبداء رأيه.
- H. اطلب من كلا الطرفين أن يقوموا بتلخيص وجهة نظر الآخرين. في بعض الأحيان سوء فهم بسيط لموقف الآخر هو سبب الخلاف وبتوضيح أفكار الطرف الآخر وإعطاء الآخر فرصة لتصحيح المفهوم الخاطئ فسيتم توضيح سوء الفهم.

هذه الاقتراحات مفيدة لإيقاف جدال قد يدور بين شخصين لا أكثر دون نقل الموضوع خارج دائرة الخلاف إن هذا الأمر مستحب، لأن باقي أعضاء المجموعة قد يكون عندهم الرغبة لمعرفة ما يجري لكنهم لا يملكون فرصة للانخراط بالحوار، ولأنه من الأفضل التعامل مع الخلافات علنا بدلا من حلها بشكل تعسفي مغلق. تخلق الخلافات التي لا يتم حلها شعورا بالإحباط بين المجموعة ومن الممكن أن تعود أسباب هذه الخلافات مرة أخرى ولكن بشكل أكثر شراسة. أما الخلافات التي تحل، تتجدد في المجموعة خلال مدة طويلة ويمكن حلها مرة أخرى بنفس الطريقة. وليس من النادر وجود أشخاص متعاطفين للجدال بحيث يقومون باقتناص أصغر الفرص في النقاش ليبتعدوا باقي الناس أو ليدخلوا في نقاش طويل. إنه من السهل أن نرى كيف لهؤلاء الأفراد أن يصبحوا مزعجين لأعضاء المجموعة الذين يريدون المضي في أشياء أخرى. فعندما يكرر شخص من هذا النوع النقاش بهذا الأسلوب لحجة تافهة، استنشر أعضاء المجموعة الأخرى إما لإكمال الجدل أو للمضي قدما. مقاطعة الشخص المزعج قد تكون أكثر فاعلية، لكن إذا استمرت تصرفات هؤلاء بشكل متكرر فإنه من الممكن أن يغضبك ومن الممكن أن تقوم بتشجيع الآخرين على التعبير عن أمانيتهم مما يعزز السيطرة على المجموعة عن طريق أعضاء المجموعة ذاتها.

VI. ماذا تفعل حيال مشاعرك الخاصة

عندما لا يقدر الميسر أن يجد وأن يحدد مشاعره الخاصة هذه مشكلة بحد ذاتها (على الأرجح أن مشاعرك سوف تكون مصدر ثروتك: حيث أن الميسر لا يستطيع أن يكون مراقب غير متحيز لكل الأشياء التي تحصل في المجموعة) لذلك ستكون هنالك حالات تحاول خلالها السيطرة على مشاعرك الخاصة، يكون الميسر في موقع القوة و يتحدث بحرية ويكن أكثر سيطرة على مشاعره من أعضاء المجموعة الآخرين، يجب على الميسر الحذر بشأن مشاعره و أن يتذكر أن وجهات نظره ليست الوحيدة المطروحة في النقاش. يجب أن يراقب جيدا جلسات النقاش وردود أفعال الآخرين وأنه قد تم استنباط النقاط المهمة منها وأيضا تم الإجابة والتفاعل معها. عندما يتحدث أعضاء المجموعة، هل يوجهون تعليقاتهم نحو الميسر بشكل رئيسي أم أنهم يقصدون المجموعة كلها؟ إن الميسر عديم الخبرة معرض خصيصا لأن يكون نشيطا جدا بشكل مفرط، حيث يشعر بأنه يجب عليه الرد على كل سؤال صغيرا كان أم كبيرا إما بتعليق أو اقتراح ولكن يجب عليه أن يتحلى بالصبر ويقوم بإعطاء فرصة للأمور لتعمل وحدها قبل القيام بأي فع

VII. عند فشل تمرين ما

- E. هنالك أمران من الممكن أن يكونا سببا في فشل تمرين ما في المجموعة: عندما لا يتبع الميسر الطريقة التي تم التخطيط لها أو عندما يتبع الطريقة المخطط لها ولكن المجموعة تجاهلت فكرة الموضوع كاملا. إذا كنت تعرف النشاط ينبغي عليك أن تدرك ما هي التعليمات الخاطئة، والتي لا فائدة منها أو بعض العوامل الخارجية التي لعبت دورا في فشل التمرين. يمكنك تقديم رؤية معينة للمجموعة حول هذا الأمر عند معرفة كل هذه الأمور.
- F. عندما تدرك فشل تمرين ما يجب عليك الاعتراف بذلك والإشارة إلى سبب التقصير. اكتشف ردة فعل الآخرين، وناقش سبب حصول ذلك. تحدث عما يمكن أن يحدث. مثل هذا النقاش يقدم بحد ذاته معلومات

مهمه. لا تحاول تكرار كلامك لموقف محرج او البحث عن اهمية غير موجودة. سيشعر الآخرون بانك غير صادق وربما سيشتجعهم ذلك على عدم تصديق أنفسهم.

- G. كن على استعدادا للانتقال لشيء مختلف تماما على امل ان كل التمارين التي قمت بتحضيرها ليست من نفس النوع. قد تكون الاستجابة لتمرين آخر مختلفة كلياً.
- H. ومن الممكن ان تكون الأدوار التي يؤديها أعضاء الفريق غير مناسبة لهم. اسمح لهم بالقيام بما يفضلونه وفي هذه الحالة سيجتهد الأفراد أكثر وخيالهم سيكون خصباً أكثر.

VII. أن يصاب شخص ما من المجموعة بحالة من الهلع وثورة غضب

هنالك اسباب متعددة تعمل على أن يصاب افراد المجموعة بظفرة عاطفية مفاجئة يصعب السيطرة عليها. قد يشعر الفرد بالرفض، والقلق حيال مشكلة شخصية قد تحدث خلال تمرين معين مع المجموعة، او إثارة مسألة ما خلال جلسة نقاش مع المجموعة و عدا عن فترات مقاطعة الكلام الطويلة التي تهدد المجموعة فإنه لا يمكن لمن أصيب بحالة من الهلع التهرب ببراعة او التأجيل لما بعد الاجتماع. حيث إن المشاعر الصادرة عن هذا الشخص قوية ومهمة، فقد تغير الجو العام كله للمجموعة مما يتطلب الاعتراف الفوري بهذا الامر والاستجابة له. بالطبع المشكلة الفعلية التي تسبب الهلع (سواء كانت اضطرابات نفسية خطيرة أو قلق مؤقت) لا يمكن "حلها" على الفور ولكن من المهم التعامل مع المشاعر العاجلة التي يتم التعبير عنها من قبل هؤلاء الأشخاص.

- I. من المهم جدا ان تحافظ على هدوئك. يجب على الميسر أن يكون هادئا ومسيطرًا على الوضع ولكن من الممكن أن يعرب عن قلقه بصدق و بالتالي يعمل هذا الامر على جعل الجو العام للمجموعة بيئة مناسبة للتعامل مع مشاعر الأفراد العاطفية الملحة بدلا من أن يكون التعامل معها على انها حالة طوارئ تغمرها الإثارة.
- J. إذا لم يشعر أعضاء المجموعة الآخرين بالتهديد والخوف بسبب حالة الغضب التي قد تحدث فإنهم من الممكن ان يتعاطفوا مع من أصابه حالة الهلع والغضب وفي تلك الحالة قد يكونوا محرجين وغير مرتاحين للتعبير عن تعاطفهم ودعمهم له. معرفة ان هنالك دعماً من أفراد آخرين من المجموعة سوف يساعد الشخص الذي أصابه الهلع، وسوف يشعر باقي المجموعة بالراحة عندما تنتهي تلك الحالة، لا تستجدي أيها الميسر العطف من الآخرين علناً، لأنه قد يسبب المزيد من الاحراج وعدم الراحة، لكن دع الباقون يعبرون عن قلقهم للشخص المعني بالمشكلة. بصيغة أخرى، لا ينبغي عليك اتخاذ القرار وحدك وتنحية الباقين. يجب عليك الاستجابة مباشرة لحاجات الشخص المعني، تاركا المجال للآخرين في الغرفة للمساعدة ايضا. في بعض الاحيان قد يكون هنالك شخص في المجموعة، ربما صديق او شخص يفهم احتياجات الشخص الذي اصابته حالة الهلع أفضل منك لذلك اسمح لهم بتعامل مع الامر.
- K. هذه إحدى الحالات التي تشعر بها بقلق أكبر حول احتياجات شخص واحد فقط في المجموعة أكثر من احتياجات المجموعة بأكملها و ينبغي على افراد المجموعة الآخرين في هذه الحالة ان يتفهموا خروجك عن دورك للحظة و التخلي عنهم لفترة قصيرة، و يمكن ان تقول «إن اهتمامي الآن منصب على _____» ومن ثم توجه انتباهك بشكل خاص الى الشخص المعني.
- L. في أثناء حديثك مع الشخص الغاضب، اتبع حدسك. أسأل نفسك كيف من الممكن أن تتصرف مع هذا الشخص، ماذا سنقول له؟ او ماذا ما لا يجب أن نقوله له ويعمل بشكل عفوي كرد مباشر للحالة. لا تحاول تحجيم المشكلة او التظاهر بانها غير جدية. حاول ان تدرك ان هذا الشخص يمر بمشاعر قوية وأن تتقبل هذا الامر. شجع الشخص المعني أن يعبر عن جميع المشاعر الضرورية التي يشعر بها حتى يهدأ بشكل طبيعي.
- M. في بعض الحالات سيكون موضوع حالة الغضب التي حدثت للشخص المعني مسألة خاصة ولا يجب أن يتدخل باقي افراد المجموعة بالموضوع. في هذه الحالة وإذا أدى الحادث إلى اضطراب كبير في تمرين المجموعة ينبغي المضي بتمرين المجموعة أو أخذ قسط من الراحة، إذا رغب الشخص الغاضب بمغادرة الغرفة، اسأل إذا أراد هذا الشخص منك ان ترافقه أو أي شخص آخر في المجموعة.

- N. وفي حالات أخرى سيشمل أمر حالة الغضب التي أصابت فرد من المجموعة بأكملها (مثل ان تكون حالة الغضب ناتجة عن صراع لم يتم حله مسبقا في المجموعة، او ان مشاعر هذا الفرد قد تم رفضها من قبل المجموعة) وفي هذه الحالة فان الفرد قد لا ينسحب من المجموعة للتعامل مع مشاعره ولكن من الممكن اعتبار هذه الحادثة جزء من عملية المجموعة وأن يبقى دورك هو تركيز انتباهك الكامل على هذا الشخص (او السماح لشخص اخر بفعل ذلك اذا كان الامر مناسباً) طالما يبدو ضرورياً. عندما يبدأ الشخص المعني بتهديئة نفسه ابدأ انت باشارك افراد المجموعة الاخرين في التعامل مع المشكلة، وشجعهم على اعتبارها جزءاً من العمل الجماعي.
- O. عند نقطة ما، سيكون وقت العودة للتركيز على موضوع المجموعة الاساسي. عندما تقرر ذلك سيكون عليك فعل التالي، اسأل الاشخاص المعنيين إذا كانوا جاهزين للمضي قدماً. تقبل أن ما حدث قد أثر على المجموعة (أي لا تتصرف كما لو أن شيئاً لم يحدث على الإطلاق)، ولكن لا تمنع النظر فيها بعد انتهائها. تعامل مع حالة الغضب باعتبارها انفعالا مؤقتاً، واعتبره تنفيساً طبيعياً عن المشاعر وانطلق من هذه الفكرة. (إذا كانت المجموعة تواجه مشكلة في ضبط الاعمال في هذه النقطة، فانه من الجيد اخذ استراحة قصيرة)
- P. إذا تم التعامل مع الشخص الذي أصيب بحالة من الهلع كمسألة خاصة وبمعزل عن المجموعة، فان المشاركين قد لا يتحكموا بمشاعرهم تجاه الحدث، ومن الضروري حينها اجراء نقاش قصير قبل اكمال العمل حول تأثير ذلك الحدث على المجموع.

ملخص

وفيما يلي بعض المبادئ البسيطة بحيث تأخذ بالاعتبار كيفية تجنب حدوث المشاكل بين افراد المجموعة، أو التعامل مع المشكلات التي قد تحدث.

- H. الإعداد المسبق الكافي للمجموعة هو أفضل ضمان ضد مشاكل خطيرة قد تحدث.
- I. تأكد من معرفة ما تتوقعه المجموعة منك، ويعرفوا ماذا تتوقع منهم.
- J. كن مرناً في التخطيط، اوجد بدائل متسلسلة للعناصر في جدول اعمالك
- K. لا تكن جدياً أكثر مما ينبغي عند مواجهة مشكلة ما فأن القليل من الفكاهة يمكن أن تجعل الوضع أسهل بكثير.
- L. تأكد أن هناك فهم مشترك بين المجموعة وأنهم يتقاسمون المسؤولية في الاجتماع وانهم احرار في الانتقاد ومسؤولون عن معرفة الميسر بما يجري وما هي ردة افعالهم.
- M. كن صادقاً مع المجموعة طوال الوقت.
- N. حاول ان تتوقع المشاكل قبل حدوثها أن محاولة اكتشاف المشكلة قبل حصولها له الكثير من الفوائد

واجبات تدريب المجموعة:

- D. التدرج على إدارة مجموعات الدعم. النموذج البسيط التالي يمكن استخدامه:
5. اعرض الموضوع الذي تريد من الناس ان يتحدثوا عنه، مثال على ذلك طرح مسألة الوقت الذي يشعرون فيه بالقلق او التعبير عن مخاوفهم حيال الابوة.
 6. أطلب من شخص لبدء بمشاركة ما.
 7. يبدأ الشخص التالي الحديث بمشاركة ما سمعه من الشخص السابق، ويقول بعدها «هذا جعلني أفكر بموضوع» وهكذا. ويبدأ كل شخص بإعادة صياغة ما قاله الشخص السابق. وتسمى هذه التقنية " إضافة على الموضوع ".
 8. تأكد من أن كل شخص سيشارك، استخدام الأسئلة المفتوحة للمساعدة في تسهيل الحوار.
- E. تقليد بعض المواقف التي اختبرتها المجموعة
3. اختر شخصاً او اثنين ليقوموا بدور الشخص الذي ضجر مما يقولونه في المجموعة، وتدرج على التعامل مع هذا الامر.
 4. اختر شخصاً ليقلد شخصاً أصابه الهلع والغضب بسبب حدث مؤلم حصل في حياته. قم بالتدرج على تبسير هذه الحالة ومساعدة هذا الشخص ليعود الى حالة الهدوء وحاول تبسير مشاركة المجموعة في هذا الامر.

F. اختر مواضيع للبحث وخطة تدريس/ تدريب للمجموعة. المواضيع التي من الممكن طرحها: ضبط وإدارة الاجهاد، رعاية ولد خائف، الصدمة كيف تؤثر على الاشخاص وكيفية معالجتها، التبول اللاإرادي كاستجابة لصدمة الاطفال وكيفية مساعدتهم. اختر شيئاً يهملك وقدمه للمجموعة. ويجب ملاحظة كم تأخذ هذه التمارين من الوقت وساعد على تيسير العملية.

Appendix E: Informed Consent Form

I. Research Study Title: Collaborative Translation in the Classroom

Nansy Ahmad Daoud Mosleh, Ph.D. researcher in the School of Applied Language and Intercultural Studies, Dublin City University, Ireland, and full-time lecturer at the Department of Translation, Yarmouk University, Irbid, Jordan; and Professor Dorothy Kenny, Dublin City University.

II. Clarification of the purpose of the research

- (1) *The purpose of the research is to investigate the effectiveness of a translation classroom that simulates a translation workplace environment. The study aims to examine collaborative translation as a new pedagogical approach in the Arabic-speaking world.*
- (2) *The study provides students with an opportunity to work within a team in order to enhance their interpersonal and other collaborative skills.*
- (3) *The study provides students with an opportunity to be part of a research project that uses real texts from a real client.*

III. Confirmation of particular requirements as highlighted in the Plain Language Statement

- (1) *You will be asked to fill out a short questionnaire at the last stage of the research project.*
- (2) *You will be asked to follow the different instructions that the researcher provides.*
- (3) *You will be asked to permit the use of data from the questionnaire and classroom observation.*
- (4) *You will be asked to permit the use of data from audio/video recording.*

Participant – please complete the following (Circle Yes or No for each question)

<i>Have you read or had read to you the Plain Language Statement?</i>	<i>Yes/No</i>
<i>Do you understand the information provided?</i>	<i>Yes/No</i>
<i>Have you had an opportunity to ask questions and discuss this study?</i>	<i>Yes/No</i>
<i>Have you received satisfactory answers to all your questions?</i>	<i>Yes/No</i>

IV. Confirmation that involvement in the Research Study is voluntary

Involvement in this study is completely voluntary. You may withdraw from the Research Study at any point. There will be no penalty for withdrawing before all stages of the Research project have been completed. Involvement/non-involvement in this study will not affect your relationship with Yarmouk University in any way.

V. Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations

Your anonymity will be protected at all times. The data collated will be used only by Nansy Mosleh and will not be given to anybody else.

VII. Signature:

I have read and understood the information in this form. My questions and concerns have been answered by the researchers, and I have a copy of this consent form. Therefore, I consent to take part in this research project

Participant's Signature: _____

Name in Block Capitals: _____

Witness: _____

Date: _____

Appendix F: DCU ethical approval

Ollscoil Chathair Bhaile Átha Cliath
Dublin City University



Ms Nancy Ahmad Daoud Mosleh

School of Applied Language and Intercultural Studies

22 September 2017

REC Reference: DCUREC/2017/136
Proposal Title: Collaborative translation in the classroom
Applicant(s): Ms Nancy Ahmad Daoud Mosleh, Professor Dorothy Kenny

Dear Nancy,

This research proposal qualifies under our Notification Procedure, as a low risk social research project. Therefore, the DCU Research Ethics Committee approves this project.

Materials used to recruit participants should state that ethical approval for this project has been obtained from the Dublin City University Research Ethics Committee.

Should substantial modifications to the research protocol be required at a later stage, a further amendment submission should be made to the REC.

Yours sincerely,

A handwritten signature in blue ink that reads 'Dónal O'Gorman'.

Dr Dónal O'Gorman
Chairperson
DCU Research Ethics Committee



Taighde & Nuálaíocht Tacaíocht
Ollscoil Chathair Bhaile Átha Cliath,
Baile Átha Cliath, Éire

Research & Innovation Support
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Dublin 9, Ireland

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www.dcu.ie

Appendix G: Yarmouk University ethical approval

YARMOUK UNIVERSITY Office of the President		جامعة اليرموك دائرة رئاسة الجامعة
Reference: <u>PR/103/15/1949</u>	الرقم : _____	_____
Date: <u>21 16 / 2017</u>	التاريخ : _____	_____
To: Research Ethical Committee at Dublin City University		
<p>Yarmouk University has reviewed and discussed the Ph.D research project entitled "<i>Collaborative Translation in the Classroom</i>" undertaken by Ms. Nansy Ahmad Mosleh which will be conducted in part at Yarmouk University.</p> <p>Yarmouk University is pleased to grant its ethical approval for the research project and would facilitate classroom observation and dissemination of questionnaires among translation students at Yarmouk University in TRA 2020 and TRA 203 courses.</p>		
<p>Sincerely yours</p> <p></p> <p>Ziad Al-Saad, PhD</p> <p>Vice President for Academic Affairs</p>		
<hr/>		
أربد - الأردن www.yu.edu.jo P.O. Box 566, Irbid, Jordan	هاتف : ٧٧١٤٧٢٥ - ٢ - ٩٦٢ F: +962 2 7211111	هاتف : ٧٧١١١١١ - ٢ - ٩٦٢ E-mail: yarmouk@yu.edu.jo, president@yu.edu.jo

Appendix H: Common Bond letter of appreciation and students' certificate of achievement

COMMON BOND INSTITUTE

12170 South Pine Ayr Drive, Climax, Michigan 49034 USA Tel/Fax: (269) 665-9393
SOlweean@aol.com www.cbiworld.org Facebook: <http://tinyurl.com/CBionFB>

Letter of Appreciation

June 5, 2018

Nansy Ahmad Daoud Mosleh, Lecturer
Translation Department.
Yarmouk University, Irbid 21163, Jordan,

Dear Ms. Mosleh,

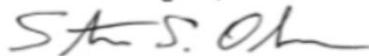
On behalf of **Common Bond Institute (CBI)**, **International Humanistic Psychology Association (IHPA)**, and **Michigan State University (MSU)** I wish to offer our sincere gratitude for the exemplary and professional English to Arabic translation you and your students of the Translation Department of Yarmouk University performed of the Group Skills Manual for our Social Health Care (SHC) Training Program, as part of the Collaborative Translation In The Classroom Project.

This manual will be used in conducting on-going intensive professional training courses in psychosocial group work skills for local trainees in Jordan. Among trainees will be students enrolled in various programs in Jordan, including the Clinical Social Work Diploma program of the Queen Rania Center for Jordanian Studies and Community Service, Jordanian medical schools, the Department of Sociology for Yarmouk University, and numerous local humanitarian aid NGOs serving refugees and vulnerable populations.

As such the degree of accuracy in the translation will be essential to the success of this training.

Your commendable leadership in overseeing and ensuring the highest quality of this translation is greatly appreciated.

With sincere regards,



Steve Olweean
Director, Common Bond Institute
President, International Humanistic Psychology Association

Common Bond Institute

This Is To Certify That

Translator

**Has Participated In Translating English to Arabic Text
*of***

“Group Skills Manual”

For The

**Social Health Care
*Psychosocial Skills Training Program***

As part of Collaborative Translation In The Classroom

June 5, 2018



**Steve Olweean, Director, Common Bond Institute, President, International Humanistic Psychology Association
*And on behalf of: Michigan State University***

Michigan, USA

Appendix I: Statistical analysis

SPSS (v.25) was used to calculate summary statistics and to carry out statistical tests as reported in section 5.3.

As indicated in section 5.3, pre-assumptions were addressed to ensure data reliability and statistical reliability for the questionnaire. The statistics and tests used in this research are the following:

- Descriptive statistics to provide percentages and frequencies.
- Mean and standard deviation (Std.) for questionnaire items.
- Kurtosis and Skewness to confirm data normality.
- Variance Inflation Factor and Tolerance to check multicollinearity issue.
- Cronbach's α to confirm statistical reliability.
- Levene's Test for Equality of Variances.
- Levene's Test of Homogeneity of Variances.
- Independent Samples T-Test to examine the differences between mean values for two groups.
- One-Way Analysis of Variance–ANOVA to compare mean values for three groups or more.
- Post-test LSD Fisher to identify the source in case of difference.

Data and pre-assumptions

Prior to commencing the statistical analysis of the survey results in hand, basic assumptions about the data were addressed in order to ensure data reliability for the subsequent statistical analysis. Assumptions about data normality and multicollinearity are addressed below.

Normality: measures the statistical distribution of data. Skewness and Kurtosis values are used to confirm the normality assumption. Skewness measures the extent to which the distribution is asymmetrically skewed or distorted to the right or to the left, whereas Kurtosis measures the tail of data and whether it is heavy or light tailed in comparison to normal distribution. Sposito et al. (1983) suggest a value of (± 2.2) for Skewness and (± 3.1) for Kurtosis as cut-off criteria to confirm normality. In this study, both Skewness and Kurtosis values were in the recommended range at -.799 and 1.050 respectively for Teamwork and translation skills, for Teamwork and translation process (-1.100/ 1.209), for Teamwork and translation quality (-1.396/ 2.665) and for Teamwork and interpersonal skills (-.204/ -.758). Therefore, data normality was confirmed. Table H.1 shows Skewness and Kurtosis values:

Table H.1: Skewness and Kurtosis Values for the Variables (N=22)

Variable	Skewness	Kurtosis
Teamwork and translation skills	-.799	1.050
Teamwork and translation process	-1.100	1.209
Teamwork and translation quality	-1.396	2.665
Teamwork and interpersonal skills	-.204	-.758

Multicollinearity: is the phenomenon whereby two or more variables have high correlation. In the present study, four assumed-to-be independent variables require checking for possible multicollinearity. Tolerance and Variance Inflation Factor [VIF] were used for this test. Neter et al. (1996) suggest that the Tolerance value needs to exceed .05 and VIF to be less than 10. In this study, Tolerance values exceeded .05 for all variables, whereas VIF recorded values not exceeding 3 which is the best case on which multicollinearity can be dismissed as an issue. Values for Teamwork and translation skills (2.268), Teamwork and translation process (2.422), Teamwork and translation quality

(2.213) and Teamwork and interpersonal skills (1.415) are reproduced in Table H.2. These results indicate that no issues regarding multicollinearity were identified.

Table H.2: Tolerance and VIF Values for the Variables (N=22)

Variable	Tolerance	VIF
Teamwork and translation skills	.462	2.268
Teamwork and translation process	.413	2.422
Teamwork and translation quality	.452	2.213
Teamwork and interpersonal skills	.707	1.415

Statistical reliability

After collecting the required data, the statistical reliability of the questionnaire needed to be confirmed. The questionnaire reliability measures the extent to which the instrument can provide similar and adequate results if re-used in similar settings, as explained by Sekaran and Bougie (2016). Cronbach's α is used for this purpose as advised by Sekaran and Bougie (ibid.). They suggest that the values for Cronbach's α should exceed .7 and the higher the better for reliability. In the current study, Cronbach's α values have exceeded the suggested level and recorded high values confirming high statistical reliability for all variables. The Cronbach's α values for Teamwork and translation skills (.892), Teamwork and translation process (.835), Teamwork and translation quality (.875), and Teamwork and interpersonal skills (.898) are shown in Table H.2.

Table H.3: Cronbach's α Values for the dependent Variables (N=22)

Variable	No of items	Cronbach α
Teamwork and translation skills	15	.892
Teamwork and translation process	10	.835
Teamwork and translation quality	21	.875
Teamwork and interpersonal skills	20	.898