



A Collaborative Work Procedure in
Translation Learning

กระบวนการร่วมมือกันในการเรียนแปล

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The purposes of the study were: 1) to compare the translation competency between students who learned translation via the collaborative work procedure method with those who learned via the teacher-centered method and 2) to investigate the attitudes of students towards learning via the collaborative work procedure method. The participants of the study were 32 students taking a Translation 1 course during the 2011 academic year. Students were divided into two groups: 16 students in the experimental group and the other 16 students in the control group. Both groups were taught using the same five translation lessons but taught by different methods. The experimental group used the collaborative work procedure method, while the control group used the teacher-centered method. The instruments of the study were five translation lessons, a self assessment questionnaire, the same pre-test and post-test and a questionnaire asking for the students' attitudes towards the collaborative work procedure method. The study found that there were no significant differences in the mean scores of students in both groups. However, the self assessment results of the experimental group were at a higher level than the control group and the students in the experimental group had positive attitudes towards the collaborative work procedure method.

นิตยา วังกังวาน (2555). *กระบวนการร่วมมือกันในการเรียนแปล*

การวิจัยครั้งนี้มีจุดประสงค์เพื่อเปรียบเทียบความสามารถในการแปลระหว่างนิสิตที่เรียนการแปลโดยกระบวนการเรียนแบบร่วมมือและนิสิตที่เรียนแบบเดิมที่ครูเป็นศูนย์กลาง และมีจุดประสงค์เพื่อสำรวจเจตคติของนิสิตที่มีต่อกระบวนการเรียนแบบร่วมมือ กลุ่มตัวอย่างของการวิจัยคือนิสิตวิชาเอกภาษาเพื่ออาชีพ จำนวน 32 คน โดยแบ่งเป็นกลุ่มทดลอง 16 คน และกลุ่มควบคุม 16 คน ทั้งสองกลุ่มได้รับการสอนด้วยบทเรียนเดียวกัน 5 บท กลุ่มทดลองได้รับการสอนด้วยกระบวนการร่วมมือกันในการเรียนแปล ส่วนกลุ่มควบคุมได้รับการสอนแบบปกติที่ครูเป็นศูนย์กลาง เครื่องมือที่ใช้ในการวิจัยได้แก่แบบทดสอบก่อนเรียนและหลังเรียนฉบับเดียวกัน บทเรียนการแปล 5 บท แบบสอบถามวัดเจตคติที่มีต่อกระบวนการเรียนแปลแบบร่วมมือ แบบประเมินตนเองด้านความสามารถในการแปล ผลการทดลองพบว่า ความสามารถในการแปลของนิสิตที่ได้รับการสอนคนละแบบไม่มีความแตกต่างกัน ผู้เรียนมีความพึงพอใจในระดับสูงต่อกระบวนการเรียนแบบร่วมมือ และผลการประเมินความสามารถในการแปลของตนเองของกลุ่มทดลองสูงกว่ากลุ่มควบคุม

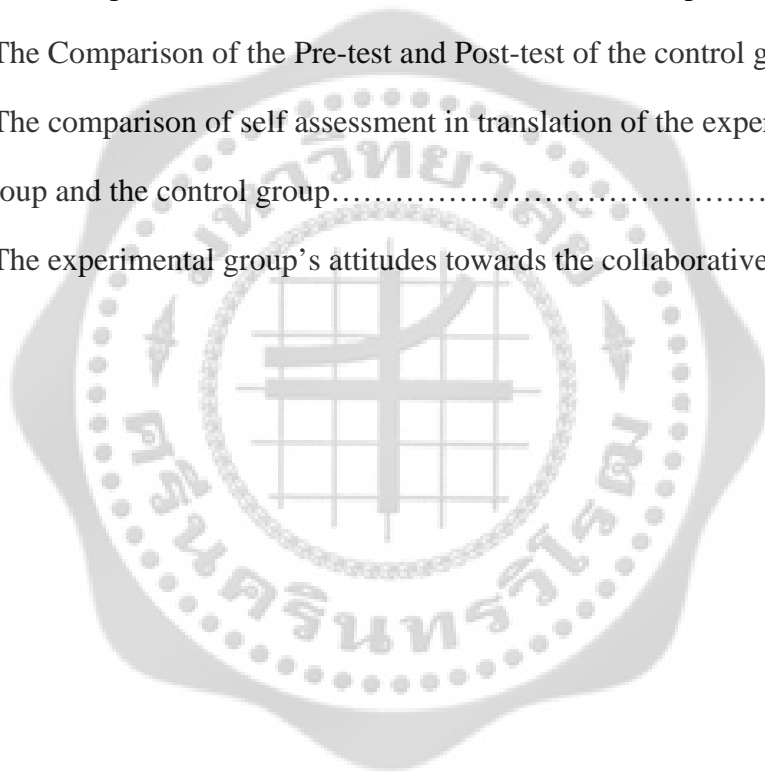
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CHAPTER 1

INTRODUCTION

Background of the study

Translation is a means to transfer information from one language to another in this rapid moving globalization age. Translation is both a skill and an art of considerable practical value in the modern world. It provides access to scientific and technical knowledge for millions of people around the world including artistic achievements, and social needs and values (River & Temperly 1978) Translation was the basis of language teaching for a very long time and then it was rejected as new methodologies such as the communicative approach started to appear. Regarding the history of translation, translation was a significant part of English Language Teaching (ELT) initiated in the 18th to 19th centuries as a key element of the Grammar Translation Method which was derived from classical method of teaching Greek and Latin. This was not a positive learning experience for learners who had to translate whole literary or historic texts word for word. Around 1900, the Direct or Natural Method was established in Germany and France. With this method, the teacher and learners avoid using the learner's native language and just use the target language. Later the Audio-Lingual Method tried to teach language directly, without using the first language to explain new items. In this case, subsequent 'humanities methodologies' such as the Silent Way, Total Physical Response and Communicative Approaches moved further away from the first language and from there arise many objections to translation (TE Editor 2009).

In contrast, many ELT teachers and theorists now see the validity and value of translation as an activity in communicative classrooms. If it is well designed, translation activities in the classroom can practice the 4 skills. Translation is a real life, natural activity and increasingly necessary in a global environment. Many learners living in either their own countries or in a new one need to translate language on a daily basis, both informally and formally. This is even more important with the growing importance of online information. Therefore, translation teaching is still vital in this modern world. But in a normal translation class, the teacher focuses on what a final piece of translation will look like and measures it against criteria of vocabulary use, grammatical use and mechanism. In class, teachers talk about student errors on grammar, expression and genre of the source and the target language. Students are passive recipients of the information from the teacher. The equivalence of meaning of the source language and the target language depends on the teacher's judgment. Errors in producing the target language are avoided by providing students with models and structure of language. Teachers guide and control what the students translate in order to prevent them from making errors. Lei (1999) also confirmed that most teachers of translation let their students translate text and then comment on the students' work in class. This method was subjective and allowed teachers to follow their own inclination, but made it difficult to contrast results or compare notes on the teaching experience. With this product approach, students are passive recipients and lack enthusiasm for learning. They only wait for the feedback from the teachers. Students have no chance to know when they translate one sentence from the

source language to the target language, there are many possible outcomes for translated sentences, not just one that is the teacher's idea.

On the contrary, in group classroom activities, translation in groups can encourage learners to discuss the meaning and use of language at the deepest possible levels as they work through the process of understanding and then looking for equivalents in another language. In a collaborative translation class, the teaching method is a process approach which concentrates more on the means rather than on the end. Students are free to construct their own translated work cooperatively with peers. Students can negotiate the meaning with friends in pairs or in groups when they are translating. They can learn from each other and can exchange their ideas during the process of translation. Teachers are only facilitators, providing consultation and guidance.

Statement of the Problems

In traditional teaching model of translation, the teacher usually is in the process of controlling the center of the classroom; teachers are classroom activity commanders and judges of translation. Students are usually passive recipients of information input and passive exporter of information output. Students lack information to create their own work. Teachers focus on the product of student work correcting students' homework with all red marks on the paper. As a result, students tend to copy their peers' work which they believe accurate in class. Therefore, homework is like a burden every weekend. They make the same mistakes in Grammar and expressions without understanding how to produce correct ones.

Therefore, the researcher would like to try a collaborative translation class which focuses on the process and students are free to create their own work and share their ideas with peers or in groups to find out accurate translation work to present to the whole class. Students feel relaxed doing the work in groups, and they know their weak points from discussion with their peers or their groups. With this collaborative class, students can study without tension and can lead to socializing among students.

Objectives of the Study

The purposes of this study are:

1. To compare the translation competence of students in a collaborative procedure class with students in a teacher-centered translation class.
2. To compare the level of self assessment in translation of students in a collaborative procedure class with students in a teacher-centered translation class.
3. To examine the attitude of students in the experimental group towards the collaborative translation procedure.

Research Questions

This study attempts to answer the following research questions:

1. Is there any significant difference between the mean score of the experimental group and the control group after the research study?

2. What level is the self assessment in translation competence of the experimental group comparing to the control group?
3. What is the attitude of the experimental group towards the collaborative procedure class?

Significance of the Study

This study was conducted to see whether the collaborative procedure in translation teaching is better than the teacher-centered teaching. The results will be beneficial to translation teaching methodology and will enhance the teacher's ability to teach translation collaboratively in the future.

Scope of the Study

The study focused on the levels of phrase and sentence translation of Translation 1 course in the basic course of translation for university students. The instruments used in this study were the same pre and post test which consisted of 5 phrase level translations and 20 sentence level translations. Also two types of questionnaires were used for self assessment and for investigation the attitudes of the participants. The participants were 32 students which divided into 16 students for control group and another 16 students for experimental group. The students are Srinakharinwirot University majoring in Language for Careers.

Definition of Terms

The collaborative procedure or workshop method means the students learn in groups; teachers are only facilitators helping students with explanations of structures and expressions both of the source language and the target language.

A teacher-centered translation class means the teacher centered class; the teacher explains, gives homework, and students are passive learners.

Organization of the Study

This study consists of five chapters. Chapter one deals with the background of the study, statement of problem, objectives of the study, research questions, significance of the study, scope of the study and definitions of terms. Chapter two reviews cooperative and collaborative learning strategies and translation workshops; also the strong and weak points of teacher-centered translation teaching and comparison of the two methods in teaching translation are discussed. Chapter three describes the participants of the study, the instrument and the procedures of the study and data analysis. Chapter four presents the findings of the study. Chapter five describes the conclusion, discussion and limitations of the study including recommendation for further study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Translation in Language Teaching

Many language teachers and theorists now see the benefits of translation. It is believed that translation is a real life communicative activity that is necessary when one experiences foreign language information in daily life. Translation is an original tool we use to learn a language before other methods. Some like communicative approach, which rejected using the first language in learning a foreign language. Naimushin (2002) proposed that we learn a foreign language not only the purpose to communicate but also for the need to be able to perform quality translations of various types of documentation and to be able to interpret at meetings. Also Popovic (n.d.) agreed that in real life learners have to translate in class for peers, decode signs and notices in the environment, translate instructions and letters for friends and relatives. Furthermore, translation can also help learners learn the language and can be defined as a method to use the first language as a base for understanding and producing the second language. Translation has been the method to learn language since the old days when people in the ancient times translated the Bible from one language to another until Direct method, Audio Lingual method and Communicative approach were created and all these methods moved away from translation. Now researchers (Ross, 2000 & Newmark, 1991 cited by Naimushin, 2000) agree that the basics of translation techniques should be included in foreign language teaching methodology as the fifth skill and should be applied to the level and specific

needs of the students as it can be an efficient tool alongside the other four basic skills. TE Editor (2009) proposed that many English language teacher and theorists now see the validity and value of translation as an activity in communication classrooms. For classroom activities, it is believed that learner groups should work on translating different sections of a text and then regroup to connect together their parts into a full text in an acceptable target language. Materials to be translated can be shared via group e-mails. Learners can also bring in short texts, proverbs or poems and present them to the class explaining why they like them and use them for translation activities.

Regarding the method of teaching translation, Azizinezhad (2006) confirms that in order to be successful in teaching translation, instructors should be able to merge the language teaching techniques they may consider best for their students with those of teaching translation. The techniques adopted for teaching translation should be chosen with attention to both sides of the nature of translations first: its objective and theoretical principles and second the subjective post which is mainly related to the student's intuition and creativity. Mallikamas (1997) proposed on the benefit of the use of translation in language teaching that translation material is authentic and can be of great variety, so students will be exposed to a wide range of language input. Secondly, teacher can use translation as an effective means of explaining particular aspects of language, cultural differences, grammatical rules and syntactic structures with which the students have difficulty. Thirdly, the use of translation enhances interaction both between the teacher and the students and among the students themselves. Students need to contribute their own thoughts to a discussion. Lastly, the use of translation can help to develop the

learner's knowledge competence of a language and to improve performance through the actual use of language in a concrete situation.

In summary, many researchers agree that with all the benefits, translation should be taught as the fifth skill alongside the four skills of learning a foreign language and be used in language teaching.

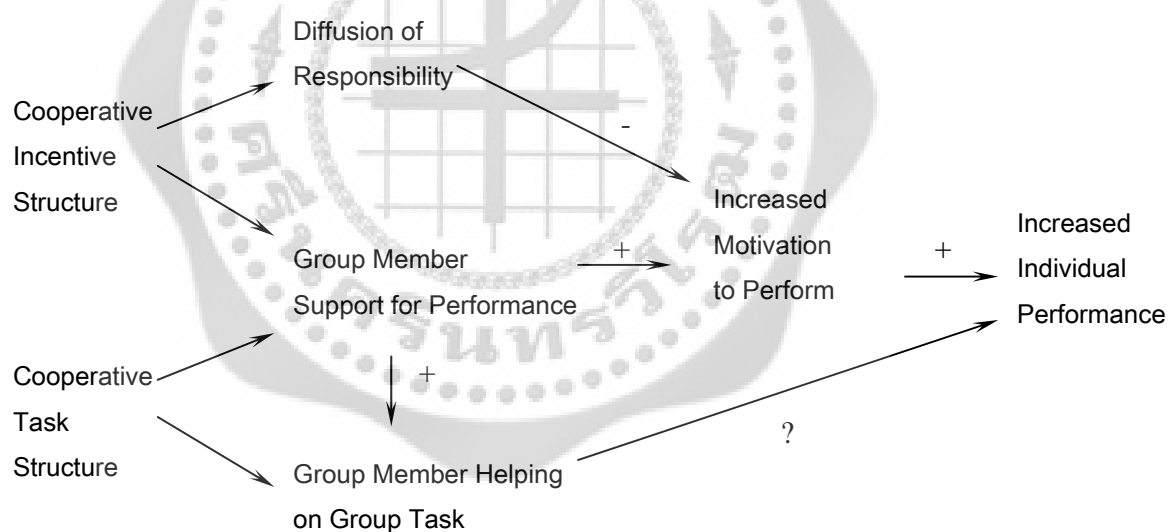
Cooperative Learning

Introduction to cooperative learning.

One of the effective teaching translation method is collaborative procedure which has the same idea of cooperative learning. When teachers create a new instructional method, they must choose a means to organize it. Slavin (1983) proposed that the system to organize a new instructional method can be summarized in two categories: the instructional task structure and the student incentive structure. The task structure means the ways in which the teacher (or students) set up activities designed to enhance student learning such as lecture, individual seatwork or group seatwork; unitary or individualized instructional pacing; written or oral student suspense and so forth. And the incentive structure refers to the means to motivate students to perform learning tasks. The classroom incentive structure includes day-to-day means to prepare students to pay attention in class such as methods of calling on students, feedback to students and classroom behavior management. Slavin (1983) insisted that unlike the traditional instructional system, cooperative learning methods are techniques that use cooperative task structures in which students spend much of their class time working in 4-6 member

heterogeneous groups. They also use cooperative incentive structure in which students earn recognition, rewards or grades based on the academic performance of their groups. Under cooperative incentive, individuals are likely to encourage one another to do whatever helps the group to succeed and to help one another with the group task. Also, cooperative task structures are hypothesized to increase performance by increasing helping among group members and by influencing group members to encourage one another to perform the group task as shown in the following model:

Figure 1 Simple Theoretical Model of Effects of Cooperative Incentive and Task Structures on Performance



Source: Slavin (1983) *Cooperative Learning*

What is cooperative learning?

Cooperative Learning is a method of learning that learners share their ideas working in groups to gain knowledge that the teacher expect. Learners need to contribute to their group work equally in order to reach the same target.

Slavin (1983) explained that cooperative learning methods are techniques that use a cooperative task structure in which students work within heterogeneous group of 4-6 and that use a cooperative incentive structure in which students get grades, rewards or recognition based on their group performance.

Cooperative learning is a type of instruction whereby students work together in small groups to achieve a common goal (Byrd 2009)

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. (Johnson & Johnson 1994)

Siriwan (2008) concluded that cooperative learning can be broadly defined as any classroom learning situation in which students with different levels of ability, gender and students of ethnic groups learn and work together in small structured groups toward a shared common goal. It is a successful teaching method that focuses on student group work, social interaction in small group activities working together and helping each other in pairs or small groups to learn and accomplish the target goals.

In conclusion, cooperative learning is group learning that consists of everyone's responsibility in doing group work and aims at the same target.

How to implement cooperative learning.

In order to implement cooperative learning successfully, we need to be concerned about forming a group method, functioning as a group, cooperative learning principles and group activity, and teacher collaboration.

In a classroom situation, teachers can judge when to use cooperative learning and when to be teacher-centered. No one has advocated that cooperative learning should be the only teaching strategy used. It is expected that cooperative learning serves some pedagogical functions and it is up to the teacher to decide when it is best implemented. The number of participants in a group is also of interest. Larger groups have advantages of differing opinions and perspectives in relation to experience. In choosing a larger group size, four members seems to be the most popular size, especially a foursome can be divided into two pairs.

Forming groups. In forming groups, four main opinions exist: students' own decision, groups formed on the basis of commonality, groups formed by random and teacher's decision. Allan (1991); Slavin (1999); Johnson, Johnson and Holubec (2002) state that when high achievers help their lower-achieving group mates, they also help themselves in several ways. They may enjoy greater feelings of belonging, acceptance, and caring as they work for group rather than individual success. The rehearsal and elaboration involved in teaching others may also aid their memory and deepen their

understanding. Johnson et al (1991) state that lower achievers benefit as well. In heterogeneous groups in which students feel positively independent, low achievers receive help not just from their teacher but from their peers. In cooperative learning, motivation increases for everyone feel individually accountable; it does not allow students to simply sit back and let others do the task for them.

Functioning as a group. After groups have been formed, in order to enhance their functioning it is necessary to spend class time helping students feel comfortable learning together and helping them develop the attitudes and skills they need to interact effectively. Also students need to have collaborative skills such as asking for help, giving reasons, speaking at an appropriate volume level, disagreeing politely, paraphrasing, asking for repetition, listening attentively, making suggestions, encouraging other participants and so on. It is suggested that cooperative learning accompanied by collaborative skills instruction can change the social ecology of the classroom, providing an environment more conducive to facilitate peer interactions (Schneider 1993). There are many means to teach collaborative skills Johnson et al. (1993) suggested the following six-step procedure.

1. The teacher first helps the students understand why a particular skill is necessary.
2. Next the class discusses what the skill involved.
3. Students practice the skill in isolation.

4. Students utilize the skill in the group activities they do as part of the regular curriculum.
5. After some time, students discuss how well they are using the skill.
6. Finally, the teacher builds the skill into future activities, helping students to become better versed at using it.

In cooperative learning, teachers play an essential role in helping groups function well. The teacher is asked to exercise control in order to use pair work group work. Teacher actually is a facilitator, a guide on the side, who knows the proper procedures and posses the necessary content and language knowledge to help students do their group work. When students collaborate with one another, the teacher needs to monitor how the students go about the task and whether they seem to be understanding and using the target language well and this give an opportunity for teachers to give extra help to students as groups that are having special difficulties.

Cooperative learning principles and group activity. The heart of cooperative learning is group activity which needs two concepts of positive interdependence and individual accountability. (Jacobs et al, 2006)

Positive interdependence. Educators working with cooperative learning have developed seven categories to encourage students in doing the activities. They are positive goal interdependence which the group shared goals; positive reward interdependence which involves group grading; positive role interdependence which are

facilitator, observer, scribe, keyboarder, time keeper, and reporter; positive resource interdependence which each group member has one portion of the information; positive identity interdependence which each member develop group identity; positive fantasy interdependence which each member imagine that they are different people in different time and place and positive outside challenge interdependence which group members compete against other groups.

Individual accountability. For individual accountability, every member in the group must feel a responsibility to learn and participate in the group and students must demonstrate their learning. Many ideas encouraging individual accountability are the fact that activities should be structural to promote equal participation; use tasks and topics that are so motivating that all group members will want to learn; have designated, rotating roles for each members; have unique information or equipment for each member; start individual assessment; call upon group members at random to answer or explain; each group member takes primary responsibility for one part of the group's work.

Teacher collaboration. Within cooperative learning situations, the teacher's role in using formal cooperative learning groups includes five parts (Johnson, Johnson & Holubec, 1993 cited by Johnson & Johnson 1987, 1999)

1. Specifying the objectives for the lesson
2. Making decisions about placing students in learning groups before the lesson is taught

3. Explaining the task and goal structure to the students
4. Monitoring the effectiveness of the cooperative learning groups and intervening to provide task assistance or to increase students interpersonal and group skills
5. Evaluating the students' achievement and helping students discuss how well they collaborate with each other

In planning the lesson, the teacher can assign different roles to students; for example, a summarizer restates the group major conclusion; a checker of understanding the answer so that all group member can explain how to arrive at a conclusion; an accuracy coach corrects any mistakes in another member's summaries; an elaborator relates current concepts and strategies to material studied previously; a researcher-runner gets needed material for the group and communicates with the other learning groups and the teacher; a recorder writes down the groups' decisions and edits the group's report; an encourager of participation ensures that all members are contributing; and an observer keeps track of how well the group is cooperating.

At the beginning of a cooperative lesson, the teacher must explain what the assignment is and the procedure students are to follow in completing it. Students can also clarify the assignment and the procedure with each other before asking the teacher. Also the teacher explains the objectives of the lesson and relates the concepts and information to be studied to students' past experience and learning to ensure maximum transfer and retention. The objectives are sometimes given as outcomes; for example in translation

class, “At the end of this lesson you will be able to translate a paragraph from English to Thai.” It is often helpful to ask students specific questions to check their understanding of the assignment.

In summary, with these four factors of forming group method, functioning as a group, cooperative learning principles and group activity, and teacher collaboration; cooperative learning can be implemented successfully.

Basic elements of cooperation.

To be cooperative, and to reach the full potential of the group, five essential elements need to be carefully structured into the situation. (Johnson & Johnson, n.d.)

The positive interdependence. The most important element that teachers must give is a clear task and a group goal. It exists when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. It creates a commitment to other people’s success as well as one’s own and is the heart of cooperative learning.

Individual and group accountability. The group must be accountable for achieving its goals. Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual in order to ascertain who needs maximum assistance, support and encouragement in completing the assignment.

Face to face promotive interaction. This element occurs when members share resources and help, support, encourage, and praise each other's efforts to learn.

Cooperative learning groups are both an academic support system and a personal support system.

Interpersonal and small group skills. Group students are required to learn the academic subject matter (task work) and also to learn the interpersonal and small group skills required to function as part of a group (teamwork). Group members must know how to provide effective leadership, decision-making, trust-building, communication, and conflict-management, and be motivated to use the prerequisite skills.

Group processing. This element exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Continuous improvement of the process of learning results from the careful analysis of how members are working together.

In summary, cooperative learning needs all these five basic elements: positive interdependence, individual and group accountability, face to face promotive interaction, interpersonal and small group skills, and group processing to process and reach the goal.

Johnson and Johnson (1987) confirmed that cooperation is crucial in order to process appropriate instructional task. Cooperative learning should be used when the learning goals are highly important and when the social development of student is one of the major instructional goals. Cooperative learning consisted of the appropriate cooperation as shown in the table

Interdependence	Positive.
Type of Instructional Activity	Any instructional task. The more conceptual and complex the task, the greater the cooperation,
Perception of Goal Importance	Goal is perceived to be important.
Teacher-Student Interaction	Teacher monitors and intervenes in learning groups to teach cooperative skills.
Student-Materials Interaction	Materials are arranged according to purpose of lesson.
Student-Student Interaction	Prolonged and intense interaction among students, helping and sharing, oral rehearsal of material being studied, peer tutoring, and general support and encouragement.
Student Expectations	Group to be successful. All members to contribute to success. Positive interaction among group members. All members master the assigned material.
Room Arrangement	Small groups.
Evaluation Procedures	Criterion-referenced.

Source: Johnson and Johnson (1987) *Learning Together and Alone*

Cooperative learning methods.

Numerous studies have been carried out attempting to apply cooperative learning methods. Johnson and Johnson (1987, 1994); Siriwan (2008) confirm that all cooperative learning methods have the same principles that students work together in small groups to learn and they are responsible for their teammates' learning as well as their own.

Cooperative learning methods can be divided into two categories: group investigation and cooperative curriculum package.

Group investigation. The group investigation is a complex structure in which students form cooperative groups according to common interests in a topic. All group

members help plan how to research their topic, divide the work among themselves, and each group member carries out his or her part of investigation. The group synthesizes and summarizes its work and presents these findings to the class.

Co-op Co-op. Students are assigned to heterogeneous cooperative learning groups, each group is assigned one part of a learning unit, and each group member is assigned a mini-topic that is completed individualistically and then presented to the group. Each group then synthesizes the mini-topic of its members into a group presentation made to the whole class.

Jigsaw. In this method, Siriwan (2008) indicate that students are assigned to five-or-six-member teams which is preferably suitable to work, exchange, discuss or argue on an academic material that has been broken down into sections. Each member of the team reads his or her section. Next, members of different teams who have studied the same sections meet in “expert groups” to discuss the sections. Then the students return to their teams and take turns teaching their teammates about their sections. Since the only way students can learn sections other than their own is to listen carefully to their teammates, they are motivated to support and show interest in one another’s work.

In Jigsaw II, (Slavin, 1995 cited by Siriwan 2008) indicates that, students work in four-or five-member teams, but instead of each student being assigned a separate section, all students read a common narrative, such as a book chapter, a short story, or a biography. Each student receives a topic on which to become an expert.

Cooperative curriculum package. This is a set of curriculum materials specifically designed to contain cooperative learning as well as academic content.

Team-Game-Tournament. (TGT) This is a combination of in-group cooperation, intergroup competition, and instructional games (De Vries & Edwards, 1974 cited by Johnson & Johnson 1987,1994). It begins with the teams of four or five member (a mix of high, medium and low achievers) to complete a set of worksheets on the lesson. Student then play academic games as representatives of their teams. Who compete with whom is modified each week to ensure that students compete with classmates who achieve at a similar level. The highest-scoring teams are publicly recognized in a weekly class newsletter. Grades are given on the basis of individual performance.

Team-Assisted-Individualization. (TAI) Students are assigned to four or five-member teams, but team members do not work together. They check each other's answer, administer tests, and provide help if another member requests it. Team scores are computed weekly and team members are given certificates on the basis of how much work each member completed. Students are graded strictly on their own individual work.

Cooperative Integrated Reading and Composition. (CIRC) It consists of a set of curriculum materials to supplement basal readers and ensure that cooperative learning is applied to reading, writing, spelling and language mechanics (Stevens, Madden, Slavin & Farnish, 1987 cited by Johnson & Johnson 1987, 1994). The class is divided into two reading groups of eight to fifteen members; one group focuses on phonic decoding and comprehension skills (code/meaning) and the other focuses on comprehension and

inference skills (meaning). Students are assigned to a pair within their own reading group and then are combined with a pair from the other reading group. Assignments are given to the groups of four which they complete either as pairs or as a whole group. Students' scores on all quizzes compositions, and book reports contribute to a team score that results in certificates. Students are graded individualistically on their own work.

Student-Team-Achievement Division. (STAD) Siriwan (2008) mentioned that this method can adapt to most subjects and grade levels. It is most appropriate for teaching well-defined objectives with single right answers, such as mathematical computations and applications, language usage and mechanics, geography and map skills, and science facts and concept. The aim of STAD is to motivate students to encourage and help one another to master skills presented by the teacher. Student work together after the teacher's lesson, help each other by discussing approaches to solve the problem. They may quiz each other on the content they are studying. They teach their teammates and assess their strengths and weaknesses to help them succeed on the quizzes (Arendas, 1989; Slavin 1995 cited by Siriwan 2008).

In conclusion, cooperative learning methods consists of two main types: group investigation with two subtypes (co-op co-op & jigsaw) and cooperative curriculum packages with four subtypes (TGT, TAI, CIRC and STAD)

Benefits of cooperative learning.

Cooperative learning has been a popular topic in educational circles for more than a decade. Researchers and practitioners have found that students working in small

cooperative groups can develop the type of intellectual exchange that fosters creative thinking and productive problem-solving. (Adams, Sharon & Powell, 1994)

Student interaction makes cooperative learning powerful. To accomplish their group's task, students must exchange ideas, make plans, and propose solutions. Thinking through an idea and presenting it in a way that can be understood by others is intellectual work and will promote intellectual growth. The exchange of alternative ideas and viewpoints enhances that growth and stimulates broader thinking. It is the teacher's job to encourage such exchanges and structure the student's work so their communication is on-task and productive. Group members can learn to work together in classrooms that reflect the complexity and diversity of the world. Studies of students in cooperative learning groups indicate that two elements enhance student achievement. One is group goal. Group members should be interdependent, working to accomplish a common product. Relying on the skills of one or two to dominate the activity does not result in greater understanding for all. Closely linked to group goal is the second element of individual accountability. Assignments should be structured so each member accomplishes a specific task. Try to provide opportunities for every group member to make unique contributions.

Collaborative Learning

What is collaborative learning?

Collaborative learning has the same idea as cooperative learning in that it is the class when students work in group, brainstorm on the same subject attempting to gain knowledge by helping each other.

Students learn best when they are actively involved in the process. Regardless of the subject matter, students working in small groups tend to learn more of what is target and retain it longer than when the same content is presented in other instructional formats students who work in collaborative groups also appear more satisfied with their classes. (Davis, 1993)

Collaborative learning is a special group-work approach, which offers a useful alternative to traditional teacher-fronted techniques and it is accepted that knowledge is not simply imparted to the students by the instructor but that students learn from each other through communication and cooperative efforts and the teacher acts as an organizer, a facilitator or a resource person (Romney, 1997)

Collaborative learning is a method that implies working in group of two or more to achieve a common goal, while respecting each individual's contribution to the whole (Me Innerny and Robert 2004 cited by Kozar 2010) Also, Kozar (2010) insists that collaboration implies direct interaction among individuals to produce a product and involves negotiations, discussions, and accommodating others' perspectives.

Dillenbourg(1999) proposes that collaborative learning is a situation in which particular forms of interaction among people are expected to occur which would trigger learning mechanisms. The interaction has several criteria: interactively, synchronicity, and negotiability. Interactively degree is not defined by the frequency of interactions, but by the extent to which these interactions influence the peers' cognitive processes. Synchronicity means doing something together at the same speed of communication.

Negotiability is a hierarchical situation that one partner argue for his standpoint, justify, negotiate and attempt to convince.

How to implement collaborative learning?

In general strategies, Davis(1993) mentioned that in collaboration, teachers should plan for each state of group work by deciding which topics, themes, or projects to work and how to organize students into groups will operate and how students will be graded. In addition, teachers give students the skills they need to succeed in groups.

Designing group work. In this matter, many techniques need to be concerned: creating group tasks that require interdependence which each member is responsible to and dependent on all the others, and that one cannot succeed unless all in the group succeed; making the group work relevant that students must perceive the group tasks as integral to the course objectives; creating assignments that fit the students' skills and abilities that assignments given should start from easy to hard, step by step; and finally assigning group tasks that allow for a fair division of labor that means structure the tasks so that each group member can make an equal contribution (Davis 1993)

Organizing learning group. The way to organize concerns with decision of how to form the group concerning sex, age or level of capacity ; the consciousness of group size that four or five work best; how to keep the group together; helping groups plan how to proceed; regular checking in with the groups and how to deal with uncooperative members (Davis 1993)

Differences between cooperative and collaborative learning.

Both cooperative and collaborative learning have the same philosophy of learning in groups, but Kozar (2010) can indicate the difference.

Difference between Cooperation and Collaboration

Cooperation	Collaboration
1. Working together to accomplish shared goal.	1. Working in a group of two or more to achieve a common goal.
2. Task that is accomplished by dividing it among participants	2. Mutual engagement of participants in a coordinated effort to solve the problem together.
3. Focused on working together to create and end product.	3. Requires participants to share in the process of knowledge creation.
4. Can be achieved if all participants do their assigned parts separately and bring their results to the group.	4. Imply direct interaction among individuals to produce a product and involves negotiations, discussions, and accommodating other's perspectives.

Source: Kozar (2010) *Towards Better Group Work: Seeing the Difference between Cooperation and Collaboration*

In conclusion, there are important questions to assess if a classroom task is truly collaborative as the following: (a) Were the students negotiating and accommodating one another's perspective? (b) Was everybody contributing equally? (c) Have different perspectives been included in the final products?

Translation Workshop

Translation workshop is one kind of collaborative procedure learning as Hong (2005) illustrates that like collaborative procedure, in the actual workshop, the teacher mainly plays the roles of a mediator, an organizer, a creator, a facilitator, a supervisor and a guide. Students are the real center of the workshop activity. They work jointly to seek unified solutions of translation problems, generalizing rules or principles which help produce better version in their translation activity.

In the traditional translation teacher approach which is teacher-- centered, lays emphasis on the final product of translating the students version. The teacher first demonstrates translation techniques, then assigns some homework and corrects student assignment with emphasis on correcting mistakes, finally, makes some comment on student translation work, his emphasis still on student mistakes. In this way, the whole process of translation teaching has come to an end.

Hong (2005) also suggests that translation Workshop Approach is an approach which nature is to promote students “learning translation by translating.” As a teaching approach, it is student-centered and process-oriented. It has the following advantages.

(a)The approach can arouse student interest in translation and involve all student active participation in translating. (b) It can promote the exchange and cooperation between the students and their teacher, which benefits the teacher and his students alike. (c) It promotes the interaction among the participants, which helps to develop a team spirit since they assume should responsibilities and work towards the same objective. (d) It

emphasizes the major role of students and creates a democratic and competitive atmosphere, which is pleasant and suitable for student to bring into full play their creative thinking, enthusiasm and initiative.

In a word, translation workshop approach encourages student autonomy-independent or self reliant learning by raising workshop participant consciousness as the center of learning translation skills instead of spoon feeding student with a static body of knowledge.

Procedures of workshop approach.

Gerding – Salas (2000) and Wolfson (2005) propose that first, the teacher makes a selection of the material to be translated by choosing text according to objectives for translation practice, the degree of difficulty, the topic and the translation problems to be solved. Next, the teacher divides the text into as many segments as students in the group. Each student is assigned a fair portion of the text and should draft a first version. Then students analyze the translation strategies and procedures used. After that, students and teachers need to set up all necessary conventions with regard to the homogeneity of the terms. All questions and comments that points dissimilarities between the different various are formulated. Finally, the teacher makes a final version, gives formative evaluation and make comments on the one hand, and analyzes failures and weaknesses in the process on the other.

Hong (2005) suggests three stages to apply in translation workshop:

Stage one: Before Translating. This stage consists mainly of teacher instruction. In the first class hour the teacher spends about twenty minutes expounding translation theory or demonstrating translation techniques as scheduled. As to the techniques of translating long sentences, the teachers should: (a) present the skeleton form of a long sentence and find out the interrelation between sentence elements. (b) cut the long sentence into several simple parts. (c) translate the simple parts into the target language according to the target language one by one. (d) rearrange the order according to the target language expression. (e) give finishing touch to the version.

Stage two: While translating. This stage falls in two steps: comprehension and representation. Comprehension consists of predicting the text and textual analysis. In comprehension step, students are divided into groups to predict and discuss the content of the text. Through discussion, students not only solve the linguistic problems and overcome the obstacles but also bridge the cultural gaps between the source language and the target language. In textual analysis step, students are required to make a textual analysis by grouping the thread of thought in the material to be translated, making sound judgment and inference, recognizing denotation and connotation of words, and understanding figurative language. At representation stage, students work independently on the production of a proper version. The teacher becomes a supervisor, organizing and monitoring student translation activities. Students need to meet three requirements; to be able to flexibly apply literal and free translation and avoid word for word translation; to be able to make a contextual analysis of difficult words and students are required to bear

in mind that words become alive only when they are used in the right context; to be familiar with the subject matter by reading extensively.

Stage three: After Translating. This stage includes revision and evaluation. Students work in pairs to revise each other version. After revision, students work in groups to evaluate their versions. The three and four best versions selected from different groups are read to the whole class. After that other classmates point out their strengths, misunderstandings or offer what they consider at last teachers and students draw conclusions and generalize rules for translation.

In summary, translation workshop consists of three stages: before translating, while translating and after translating and all these stages lead to the appropriate meaning.

Related Research

Wallestad, et al. (2010) carried out the study which the purpose is to explore the initial and developing beliefs, understandings, and experiences of prospective language teachers as they engage in the process of learning about cooperative learning (CL) and in putting it into practice in a TESOL graduate program in the U.S. Data collection includes multiple interviews with seven purposefully selected graduate students (one focal student-the telling case and six sub-focal students) and one instructors from a graduated TESOL methods course; artifact collection; and weekly observations of the course (16 students in total) during the fall semester of 2007. One of the main findings is that the focal students' beliefs progressively changed from "Learning individually" to "learning together" during one semester and her newly established belief was in action in her microteaching

performance at the end of the semester. She and the sub-focal students came to believe that the use of CL in their future teaching would be beneficial. It is also found that the instructor's "group structuring" and "class structuring" techniques, such as an integration of the strategy use of loop input, experiential learning and CL, were a powerful medium to influence prospective teachers' understandings and beliefs about teaching and learning. The findings may also offer new avenues for foreign language educators to maximize their students' learning experience using CL instruction in a language classroom and/or a language teacher-training program.

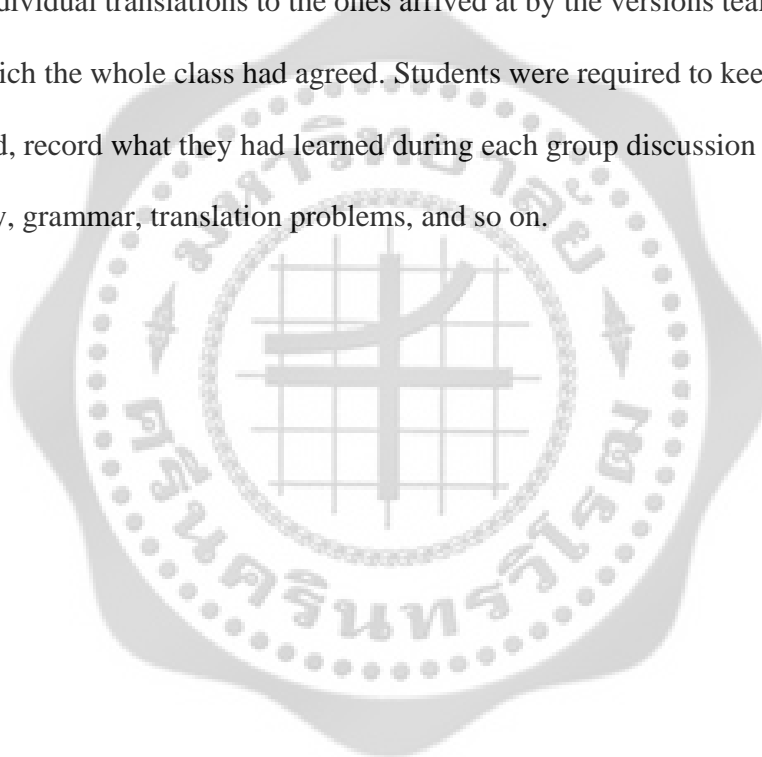
Lee, E. Tzu-yi (2012) has done a case study to examine translation strategies students apply when they translate a travel guide. Students deal with the source text collaboratively in their group after gaining the preparatory activities about the suitable translation strategies. The participants were 32 juniors taking the course "Professional Translation" majoring in Applied Linguistics and Language Study at a University in Northern Taiwan. The researcher performed a series of preparatory activities to familiarize the students with concept of translating travel guides. Before distributing the assignment, the researcher made the students do the text analysis of the source text by giving students sometime to discuss the function of the source text. Then the instructor joined their discussion to devise any suitable strategies they could use in translation. After the preparatory activities, students were given the assignment to be completed by a deadline. The study examined the translation strategies in the assignments done by groups or individual student to see to what extent and what way the collaborative learning approach was put into use from a qualitative perspective. The result of the research

showed that collaborative learning is more effective and inspires students' creativity when it comes to terms or phrases they are not familiar with. Also, there seems to be a tendency that students, whether working in groups or on their own, attempted giving a "safe" version when they found themselves having difficulties in understanding the original. Finally, it has been found that collaborative learning can to some extent enhance students' translation quality even when they confront difficult sentences.

Romney (1997) carried out the experiment twice at a Western Canadian University in a third-year, two semesters course in translation, both from English into French and from French into English. Groups could only be formed about two to three weeks after the beginning of the course in order that the instructor could know them. At the beginning of each session each group chooses a chairperson and a records/spokesperson. The chairperson is responsible for ensuring that the discussion proceeds in an orderly and smooth fashion. The recorder writes down the results of the discussion, i.e., the translation produced by the team, and presents it on behalf of the group during the plenary clan discussion at the end of the period. About three 50-minute classes were spent preparing students for collaborative work.

Students were given the text to translate a week in advance and were required to prepare the translation, including the necessary documentary and terminological research, before coming to class. The chairperson asked each team member for his or her translation of each translation unit. An orderly discussion took place at the level of lexis or terminology, syntax, and word order, with participants being required to justify their interpretation of the source text and their translation. The chairperson then summarize the

discussion and read out the translation on which a consensus has been reached and which aims at being as faithful and accurate as possible and at sounding natural in the target language. During this period, the instructor may act as a moderator, inviting the spokesperson of each team to present the translation on which their group has decided. As the discussion progressed, the quality of the proposal translation improved: from the first level of individual translations to the ones arrived at by the versions teams and finally the one on which the whole class had agreed. Students were required to keep a diary in which they would, record what they had learned during each group discussion regarding vocabulary, grammar, translation problems, and so on.



CHAPTER 3

METHODOLOGY

This study aimed at studying collaborative work procedures in the learning of translation of university students. The chapter presents the methodology employed, including the explanation of the participants, instruments, procedures and data analysis.

Participants

The participants of this study were 32 Srinakharinwirot University students majoring in Language for Careers, divided into two groups-16 students were experimental group which employed a collaborative work procedure and 16 students were control group in translation 1 course of the second semester of the 2011 academic year. They had a basic writing course as their pre-requisite.

Instruments

The study analyzed the use of a collaborative procedure in translation learning to develop translation competence. It also explored the learners' attitudes towards collaborative learning. The following instruments were applied in this study for quantitative and qualitative data collection.

The pre-post test. The pretest and post test were the same test. It consisted of 5 phrases and 20 sentences to translate from both English to Thai and Thai to English. The test contents were approved by two translation teaching experts. Originally, the test had 10 phrase level translations and 30 sentence level translations, but after it had been

applied to a pilot study of 32 students of another group, the test items that were not significantly correlated were eliminated, leaving only 25 items: 5 items of phrase level translations and 20 of sentence level translations; the reliability of the test calculated by Kuder-Richardson 20 was 0.73. Students received one mark for each item if the sentence had correct structure and appropriate meaning. (Appendix A)

The self assessment questionnaire. The questionnaire items were designed to assess students' understanding of the translation method and how to translate phrases and sentences to the target language in order to examine the level of competence in translation. They consisted of 12 questions with five choices ranking "very good" to "very poor" (Appendix B)

The questionnaire of attitude on collaborative learning. The questionnaire items asked about the students' attitude towards the collaborative learning. They consisted of 12 questions with five choices ranking from "strongly agree" to "strongly disagree" (Appendix C)

The five translation lessons. The lessons consisted of phrase, clause, sentence and paragraph level of translation both English to Thai and Thai to English. The lesson were based on Thai grammar book (Panthumaetha, 1982) and *The Structure of English Clauses* (1980) (Appendix D)

Procedure.

Students in both groups took the same pretest at the beginning of Translation 1 course in the second semester of the 2011 academic year. Both groups were taught the same five translation lessons but with different methods: The experimental group was employed with a collaborative work procedure translation method, while the control group used the traditional translation method. After five lessons, both groups took the post test.

In the collaborative work procedure method class, 16 students worked in groups of four. They presented their ideas, exchanged knowledge, negotiated the meaning, corrected each others' mistakes and came to the final copy of their translation task. Then each group presented their task, with the teacher as the facilitator, in front of the whole class until it came to the most correct copy of the task.

In the teacher-centered translation method class, the teacher explained grammar points, expressions and registers used in translation for the students. Students then got homework, which they did individually at home and handed in to the teacher to correct which later was returned to them.

Both groups did the self assessment questionnaire after every class and in the end did the post test.

Data analysis.

The participants' scores from the pre/post test were calculated by the researcher and two other raters. The inter-rater reliability was calculated by measuring the Pearson correlation coefficient to see the degree of agreement among the raters. The coefficient correlation was significant at .05 level as shown in the following table.

Table 1 *Inter-Rater Reliability of the Scoring Correlation Coefficient (r)*

Pretest	r	Post-test	r
Rater 1 – Rater 2	0.81*	Rater 1 – Rater 2	0.82*
Rater 1 – Rater 3	0.79*	Rater 1 – Rater 3	0.80*
Rater 2 – Rater 3	0.85*	Rater 2 – Rater 3	0.70*

The scores or data obtained from the pre/post test were analyzed and statistically compared by using Independent T-test to see the improvement of the participants.

To examine self assessment of both groups towards the competence of translation, mean and standard deviation (S.D.) were used to compare the level of competence of the experimental group and the control group.

Students in the experimental group did the questionnaire examining their satisfaction towards the collaborative procedure translation learning.

CHAPTER 4

FINDINGS

This chapter examines and analyses the data collected during this study to determine the competence and progress in the students' ability to translate using a collaborative procedure. The results revealed that there was no difference in students' competence in translation between the experimental group and the control group. Data from this research are presented as follows.

The research objectives were to compare the mean score of participants in the experimental group with the mean score of the participants in the control group and whether there was any significant difference.

Table 2 *T-Test comparison of the Pre- test and Post- test of the experimental group and the control group*

Group	n	Experimental Group		Control Group		t	df	P
		M	SD	M	SD			
Pretest	16	9.41	3.35	8.13	1.71	-1.362	15	.023
Post-test	16	13.46	3.75	12.42	2.29	-.949	15	.038

The result shows the descriptive statistics of the pre-test and post- test scores, which shows there was no significant difference between the mean score of both groups.

(Table 2)

Table 3 *The comparison of the Pre-test and Post-test of the experimental group*

	n	M	SD	t	df	P
Pre-test	16	9.41	3.35	-7.72	15	.000**
Post-test	16	13.46	3.75		15	

**Significant at the .01 level ($p < .001$)

The result shows the mean scores of post-test ($M=13.46$, $SD=3.75$) were higher than the mean scores of the pre-test ($M=9.41$, $SD=3.35$)

Table 4 *The comparison of the Pre-test and Post-test of the control group*

	n	M	SD	t	df	P
Pre-test	16	8.13	1.70	-9.81	15	0.006*
Post-test	16	12.42	2.29		15	

*Significant at the .01 level ($p < .01$)

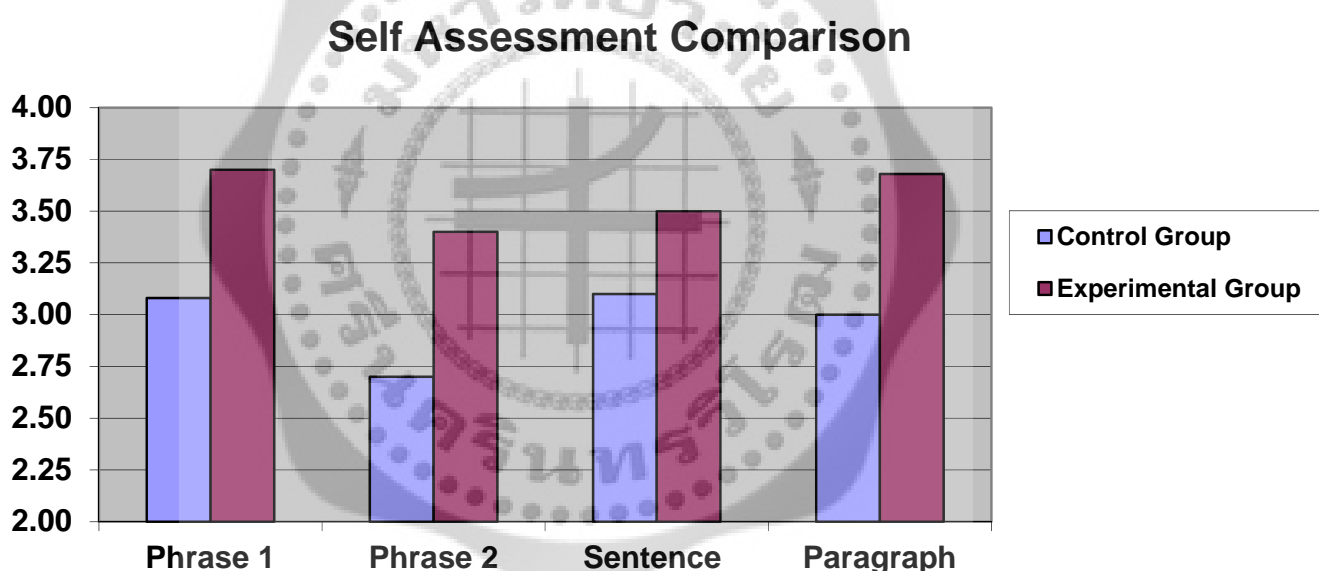
The result shows that the mean scores of post-test ($M=12.42$, $SD=2.29$) were higher than the mean scores of pre-test ($M=8.13$, $SD=1.70$)

We can conclude that both the experimental group and the control group gain success in translation competence due to the higher score of the post-test than the pre-test. (Table 3 and Table 4)

After each lesson, students did the self assessment questionnaires to investigate the translation competence of both the experiment group and the control group. The questionnaire consisted of five numerical values: (5) for very good, (4) for quite good, (3) for average, (2) for poor, (1) for very poor which were assigned to the Likert- Scale items

and the scale of values were interpreted as follows: 4.21-5.00 = very high; 3.41-4.20 = high; 2.61-3.40 = medium; 1.81-2.60 = low; and 1.00-1.80 = very low. The comparison of the average of mean scores of every translation lesson between the experimental group and the control group and the result showing that the experimental group translation competence was higher than the control group as shown in Table 5

Table 5 *The comparison of self assessment of the experimental group and the control group*



To examine the attitude towards collaborative procedure translation learning, students in experimental group agreed that they were happy in class; they could help each other in translation task; they felt relaxed and the ambience in class was satisfying as shown in the table that mean scores and standard deviation were used to measure. . The questionnaire consisted of five numerical values: (5) for strongly agree, (4) for agree, (3) for neutral, (2) for disagree, (1) for strongly disagree which were assigned to the

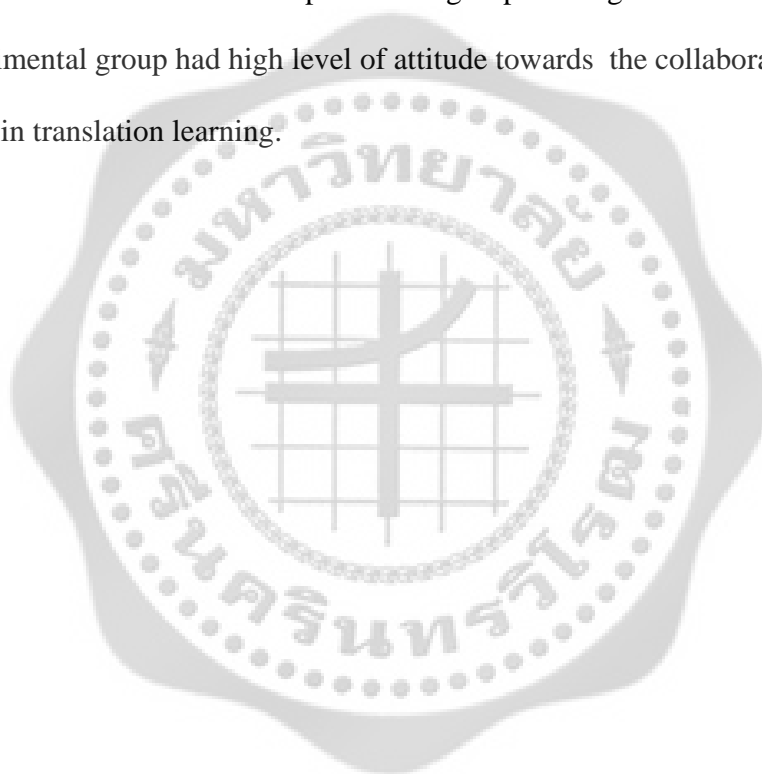
Likert- Scale items and the scale of values were interpreted as follows: 4.21-5.00 = very high; 3.41-4.20 = high; 2.61-3.40 = medium; 1.81-2.60 = low; and 1.00-1.80 = very low.

The result showed that students in the experimental group were highly satisfied with the collaborative translation workshop procedure as shown in Table 6.

Table 6 *The experimental group's attitude towards collaborative procedure learning*

No.	In collaborative class you can...	Means	S.D.	Level
1	You can share your ideas	4.19	0.655	High
2	By discussion, debating and negotiating, you can finish your translation.	4.31	0.479	Very high
3	You learn to accept other people's ideas.	4.38	0.619	Very high
4	You have got new aspects of learning that can be adapted to other subject.	4.38	0.719	Very high
5	You have got new ideas of translation that may be useful.	4.44	0.512	Very high
6	You know your weak points in translation and how to improve them.	4.75	0.447	Very high
7	You can debate and have chance to present your idea to class.	4.25	0.683	Very high
8	You feel relaxed without pressure in class.	4.13	0.719	High
9	No homework required since students finished all work in class.	4.56	0.512	Very high
10	It's effective method of teaching.	4.38	0.500	Very high
11	Class activities create good classroom ambience where students are eager to work together.	4.25	0.577	Very high
12	Everyone shows cooperation in class.	4.50	0.516	Very high

In conclusion, the results of the test showed that there was no significant difference between the mean score of the experimental group and the control group. The results of the mean scores of the post test were higher than the mean scores of the pre-test of both groups and the self assessment questionnaires showed that the level of competence in translation of the experimental group was higher than the control group. The experimental group had high level of attitude towards the collaborative workshop procedure in translation learning.



CHAPTER 5

CONCLUSION AND DISCUSSION

The study set out to investigate if collaborative learning can help the translation competence of students to be more fruitful. With an intention to turn a teacher-centered translation classroom into a student-centered translation, the researcher expected that a sense of independence and responsibility can be developed through students' collaborative learning. Also, it was hoped that students could feel less stressful while doing group work with their friends. In contrast, it turned out that the competence of students in the collaborative learning group was not different from students in the control group which might result from many factors.

Discussion

Discussion of the results are presented under three topics: (1) reasons why there is no difference of the translation competence between the experimental group and the control group, (2) the result of the self-assessment of the experimental group is higher than the control group, and (3) the result of the attitudes towards the collaborative procedure workshop of the experimental group.

Reasons why there is no difference of the translation competence between the experimental group and the control group. (Table 2) Generally there are five essential components of cooperative and collaborative learning which should be concerned on and

analyzed. Students in collaborative workshop procedure may lack of all these elements which are:

Positive interdependence. Students in group depend on each other in order to accomplish the goal or the task. If group work does not reach the target, it might be that students do not support each other when doing the translation workshop.

Individual and group accountability. Although learners work together in a collaborative group, each student is accountable for individual learning. Each student has a particular status and his/her own potentials, so a collaborative procedure is limited. Byrd (2009) proposed that high status students dominate group activities, while low-status students tend to withdraw from the activity or yield to the opinion of high-status students. It is relevant to Romney's idea (1997) that students disliked group work because they would achieve better by working on their own or because they did not get on with other individuals. Also, occasionally, one student tries to dominate the discussion and impose his or her views on the others, while a shy person does not participate readily. Kozar (2010) had the same idea that strong students often take the initiative in group work and drive the whole task, while weaker students contribute less. It is important to create a chance for students with less developed language skills of the group. This requires the good preparatory assignments from the teacher.

Face-to-face promotive interaction. Through group building activities, promotive behavior is facilitated, but students will not be accustomed to working together and are

likely to have a competitive orientation if they are not trained to share ideas and accept other peoples' views in the logical aspects of majority.

Interpersonal and small group skills. A group cannot function effectively if the members do not have and use the needed social skill. Johnson and Johnson (1987) suggested that in order to implement cooperative learning successfully, teachers need to teach students interpersonal and small group skills required to collaborate, structure and orchestrate all ideas within learning groups. Kozar (2010) also suggested that the teacher should remind students that they are learning a new skill-negotiating work and that it is important to offer their expertise and respect the expertise of others.

Group processing. Group processing is an assessment on how groups are functioning to achieve their goals or tasks. Students should learn to process in a relaxed attitude; it is no longer a competition against one another, but a fun process of working together to build something new. Kozar (2010) confirms that while doing collaborative translation work, students still need their instructor's constant guidance or feedback so that they do not "get lost" during the learning process.

In contrast, the control group translation class which is the teacher-centered class where teachers spend a lot of time correcting students' assignments, the corrections can help raising the awareness of the students individually in their own weak points, while students in the experimental group may not realize their weakpoints, such as their grammar points, the expressions and the register of both the source and the target

language. Therefore, teachers should concern on students' weak points and should interrupt at the right time when they are doing their group work

In conclusion, the ability to collaborate is a learned skill and hopefully can be developed if students are given enough opportunities. Teachers need to prepare students to learn collaboratively by getting them to practice in negotiating, accepting majority opinions, respecting other people's point of view and how to work together with other person. Also, the teacher should be prepared to be a facilitator with clearly structured preparatory activities before the group assignment. Assignments should be designed in a way so that every student must participate in equally that no one can avoid his/her contribution to the group.

The result of the self-assessment of the experimental group is higher than the control group. (Table 5) From the self-assessment questionnaire, it shows that students in the experimental group have high self-efficacy (measure of one's own competency) in translation competence than the control group. It means that students in the experimental group are more likely to make efforts to complete a task and to persist longer in the efforts than the control group. Also, high self-efficacy increases one's willingness to experiment with new idea and set higher expectations for future performances.

(Zimmerman,2000)

The result of the attitude towards the collaborative procedure workshop of the experimental group. (Table 6)

The result of the questionnaire shows that the experimental group has positive attitude towards the collaboration work procedure. They enjoy the class mostly that they don't have homework, that everyone shows cooperation in class, and that they accept their weak points in translation and know how to improve them. They also feel relaxed without pressure in class.

Limitations of the study

The study focus on the basic translation competency of the students not on the advanced level. The students have no experiences in translation before.

Recommendations for Further Studies

This collaborative work procedure method should be tried again with another group of students with more translation lessons, the well prepared assignments and more careful facilitation to the students. The instructor may need to join student discussions from group to group and provide support in their weak points and design more follow-up activities.

Another point of view is the use of translator interviews and diaries that encourage students to reflect on their work in order to give the teacher an idea of the progress made. With diaries, students get the chance to write down thoughts either during a translation or

after it. This individualistic approach gives them the chance to reflect on the process and to more introverted types.





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Pre-Post test**Translate these phrases and sentences**

1. new education management system _____
2. specially designed gold chair _____
3. a popular bird watching destination _____
4. อุทยานธรรมชาติวิทยาแห่กรุงเทพฯ _____
5. วัฒนธรรมทางศาสนาและประเพณี _____
6. He looks like the whole world collapsed before him.

7. That the smoke from the incense sticks causes cancer is horrible especially for Chinese people.

8. To be in good health for aging people needs a lot of care from their children.

9. Though considered a classic, this piece of music has never been popular.

10. I doubt if he knew that he often looked down on other persons.

11. Without good considering, she decides to take the job abroad.

12. Once considered a poor man's food, insects are now sold in hotels and restaurants as well as on the streets.

13. The seal, like the sea lion and walrus, is a descendant of ancestors that once lived on the land.

14. ใครต่อใครก็พากันรักเขาไปหมดทุกคน

15. เพราะเธอใจร้ายกับเขา เขาก็เลยทิ้งเธอไป

16. สิ่งใดควรทำสิ่งใดไม่ควรทำ เธอก็รู้อยู่แล้วใจ

17. เขาถูกกล่าวหาว่า ต้องจำใจต้องแต่งงานกับหญิงชาวบ้าน

18. ฉันเบื่อเหลือเกินกับการที่ต้องโทรเมลล์ไปทำงานทุกวัน

19. เด็ก ๆ ต่างก็แย่งของเล่นกันไปมา

20. มีคนเสียชีวิตมากมายจากเหตุการณ์ประท้วงครั้งนั้น

21. เขามองฉันราวกับว่า เขาไม่เคยเห็นฉันมาก่อน

22. แม้แต่ในยามป่วย เธอก็ยังอุตส่าห์มาประชุม

23. ถ้าบามารัท บุษ นักข่าว CNN ไม่ได้โดยสารเครื่องบินเที่ยวนั้น เธอคงไม่เสียชีวิตในเหตุร้ายครั้งนี้

24. เคล็ดลับความสุข ไม่ได้อยู่ที่ได้ในสิ่งที่ชอบ แต่อยู่ที่ชอบในสิ่งที่ทำ

25. ความเข้าใจภาษาซึ่งอาจได้มาจากการแปล เป็นสิ่งที่จำเป็นอย่างยิ่งในยุคโลกาภิวัตน์





Name _____

Assessment Form of Phrase Translation Lesson

After this lesson, I know (that):

		Very good	Quite good	Average	Poor	Very poor
1.	How to find Head Noun of the phrase in both Eng. and Thai.					
2.	Head Noun is the last word of the phrase in English.					
3.	Head Noun is the first word of the phrase in Thai.					
4.	Head Noun can be modified by noun, adj., V.ing, V.ed, prepositional phrase					
5.	Different forms of English words whether it is adj., n., adv. etc.					
6.	The words ที่ ทาง ทั้ง ของ อย่าง in Thai phrase have no meaning in English					
7.	Words in 6 are replaced with modifies in English structure.					
8.	How to use Apostrophe's					
9.	Where to put pre-modifies and post modifies in English phrase.					
10.	Which word to use to get the correct meaning of English phrase and Thai phrase.					

Assessment form of Phrase Translation Lesson (Experimental group)

No.	After this lesson I know (that):	Means	S.D.	Level
1	How to find Head Noun of the phrase in both Eng. and Thai.	4.00	0.632	High
2	Head Noun is the last word of the phrase in English.	4.06	0.574	High
3	Head Noun is the first word of the phrase in Thai.	4.31	0.602	Very high
4	Head Noun can be modified by noun, adj., V.ing, V.ed, prepositional phrase	3.75	0.683	High
5	Different forms of English words whether it is adj., n., adv. etc.	3.75	0.775	High
6	The words ที่ ทาง ทั้ง ของ อย่าง in Thai phrase have no meaning in English	3.50	0.730	High
7	Words in 6 are replaced with modifiers in English structure.	3.38	0.719	Medium
8	How to use Apostrophe's	3.88	0.806	High
9	Where to put pre-modifies and post modifiers in English phrase.	3.25	0.447	Medium
10	Which word to use to get the correct meaning of English phrase and Thai phrase.	3.25	0.683	Medium

Assessment Form of Phrase Translation Lesson (Control Group)

No.	After this lesson I know (that):	Means	S.D.	Level
1	How to find Head Noun of the phrase in both Eng. and Thai.	3.56	0.892	High
2	Head Noun is the last word of the phrase in English.	3.56	0.727	High
3	Head Noun is the first word of the phrase in Thai.	3.69	0.602	High
4	Head Noun can be modified by noun, adj., V.ing, V.ed, prepositional phrase	3.19	0.911	Medium
5	Different forms of English words whether it is adj., n., adv. etc.	2.88	0.342	Medium
6	The words ที่ ทาง ทั้ง ของ อย่าง in Thai phrase have no meaning in English	3.19	0.655	Medium
7	Words in 6 are replaced with modifiers in English structure.	2.69	0.479	Medium
8	How to use Apostrophe's	3.06	0.854	Medium
9	Where to put pre-modifies and post modifiers in English phrase.	2.50	0.632	Low
10	Which word to use to get the correct meaning of English phrase and Thai phrase.	2.56	0.512	Low

Assessment Form of Sentence Translation Lesson (Experimental Group)

No.	After this lesson I know (that):	Means	S.D.	Level
Eng.-Thai				
1	Where the subj./ verb of sentence are	4.13	0.342	High
2	What word/ phrase are modifiers of subj.	3.69	0.479	High
3	What word/ phrase are modifiers of verb	3.75	0.447	High
4	What connect words used in the sentence	3.81	0.403	High
5	What is absolute phrase	3.50	0.966	High
6	Use words that sound formal in Thai	3.56	0.814	High
Thai-Eng.				
7	Where subject/ verbs in Thai sentence are	3.94	0.443	High
8	What kind of modifiers should be used to modify subj. or verb	3.50	0.632	High
9	What sentence pattern should be used	3.38	0.719	High
10	How to use parallel construction	3.63	0.806	High

Assessment Form of Sentence Translation Lesson (Control Group)

No.	After this lesson I know (that):	Means	S.D.	Level
Eng.-Thai				
1	Where the subj./ verb of sentence are	3.44	0.512	High
2	What word/ phrase are modifiers of subj.	3.06	0.250	Medium
3	What word/ phrase are modifiers of verb	2.94	0.443	Medium
4	What connect words used in the sentence	3.06	0.443	Medium
5	What is absolute phrase	2.38	0.885	Low
6	Use words that sound formal in Thai	2.75	0.775	Medium
Thai-Eng.				
7	Where subject/ verbs in Thai sentence are	3.50	0.730	High
8	What kind of modifiers should be used to modify subj. or verb	2.75	0.447	Medium
9	What sentence pattern should be used	2.94	0.680	Medium
10	How to use parallel construction	3.19	0.544	Medium

Assessment Form of Paragraph Translation Lesson (Experimental Group)

No.	After this lesson I know (that):	Means	S.D.	Level
Eng.-Thai				
1	What is subject and what is verb of each sentence.	4.25	0.447	Very high
2	Which words, phrases and clauses are modifiers of each sentence.	3.44	0.629	High
3	Where are connectors of each sentence.	4.06	0.574	High
4	Which sentence connects to which sentence by noticing the connectors.	3.56	0.629	High
5	Which connectors follow by noun, and which follow by sentence i.e. because of+N. but because+ sentence	3.56	0.814	High
6	What type of language to use i.e. advertisement of academic articles	3.50	0.730	High
Thai-Eng.				
7	How to divide the paragraph into different sentences.	3.19	0.544	Medium
8	Where to start and end each sentence.	3.69	0.479	High
9	Put the subject into the sentence that subject is omitted in Thai.	3.50	0.730	High
10	Know the format of simple, compound, complex and compound-complex sentences.	3.31	0.873	Medium
11	Know what connector to use in the sentence and where to put it.	3.19	0.750	Medium
12	What tense is used in each sentence.	3.38	0.500	Medium

Assessment Form of Paragraph Translation Lesson (Control Group)

No.	After this lesson I know (that):	Means	S.D.	Level
Eng.-Thai				
1	What is subject and what is verb of each sentence.	3.69	0.602	High
2	Which words, phrases and clauses are modifiers of each sentence.	3.31	0.602	Medium
3	Where are connectors of each sentence.	3.44	0.629	High
4	Which sentence connects to which sentence by noticing the connectors.	3.06	0.574	Medium
5	Which connectors follow by noun, and which follow by sentence i.e. because of+N, but because+ sentence	3.19	0.750	Medium
6	What type of language to use i.e. advertisement of academic articles	3.06	0.680	Medium
Thai-Eng.				
7	How to divide the paragraph into different sentences.	3.06	0.574	Medium
8	Where to start and end each sentence.	3.06	0.854	Medium
9	Put the subject into the sentence that subject is omitted in Thai.	3.13	0.619	Medium
10	Know the format of simple, compound, complex and compound-complex sentences.	2.94	0.680	Medium
11	Know what connector to use in the sentence and where to put it.	3.25	0.775	Medium
12	What tense is used in each sentence.	2.75	0.577	Medium



Appendix C

Table 6 *The experimental group's attitudes towards collaborative procedure learning*

No.	In collaborative class you can...	Means	S.D.	Level
1	You can share your ideas.	4.19	0.655	Agree
2	By discussion, debating and negotiating, you can finish your translation.	4.31	0.479	Agree
3	You learn to accept other people's ideas.	4.38	0.619	Agree
4	You have got new aspects of learning that can be adapted to other subjects.	4.38	0.719	Agree
5	You have got new ideas of translation that is useful.	4.44	0.512	Agree
6	You know your weak points in translation and how to improve them.	4.75	0.447	Strongly agree
7	You can debate and have a chance to present your idea to the class.	4.25	0.683	Agree
8	You feel relaxed without pressure in class.	4.13	0.719	Agree
9	No homework required since students finished all work in class.	4.56	0.512	Strongly agree
10	It is an effective method of learning.	4.38	0.500	Agree
11	Class activities create a good classroom ambience where students are eager to work together.	4.25	0.577	Agree
12	Everyone shows cooperation in class.	4.50	0.516	Strongly agree



Appendix D

วลีอังกฤษ-ไทย

1. high achieving students

2. the level of depression

.....

3. students' psychological well-being

4. high academic achievement

5. mental health service

6. impact to academic achievement

7. students' academic achievement

8. low performance in academic

9. proper development program

10. clinical descriptive reports

11. individual experiencing anxiety

12. cognitive assessments of the task

13. high anxiety level

14. impairment in functioning

วลีไทย-อังกฤษ

1. สุขภาพทั้งทางด้านร่างกายและจิตใจ

2. การออกกำลังกายอย่างสม่ำเสมอ

3. ประสิทธิภาพการทำงานของอวัยวะส่วนต่างๆ

4. อาหารที่มีคุณค่าทางโภชนาการ

5. ผลจากสถานภาพทางสังคม

6. บทบาทและความสำคัญของผู้สูงอายุ

7. องค์การอนามัยโลก

8. พฤติกรรมการกินในอดีต

9. ชุมชนที่มีผู้สูงอายุ

10. ยุควิฤตเศรษฐกิจ

11. เทคนิคการผลิตอาหาร

12. ปัญหาหลักๆ ของผู้สูงอายุส่วนใหญ่

13. ผู้จัดการโครงการวิทยาศาสตร์ของกองทุนวิจัยโรคมะเร็งโลก

14. การบริโภคอาหารที่มีปริมาณเกลือสูง

โภชนาการที่ดีสำหรับผู้สูงอายุ

ดวงจันทร์ เสงส์สวัสดิ์

ประโยคอังกฤษ-ไทย

1. A depressed mood is the experience of unhappiness or distress.

2. Depression may involve feelings of being sad, weak, disappointed, frustrated, despair, helpless, and hopeless.

3. Literatures have shown that performance in school, college, or university was found to be affected by many symptoms of depression such as difficulties in concentration, lack of interest and motivation, preoccupations, fatigability, and poor attendance.

4. Several approaches have been conducted to investigate the relationship between depression and academic achievement.

5. This shows that depression affect the performance of the students i.e. the higher the depression, the lower is the academic achievement of the students.

6. The relationship between anxiety and academic performance has been studied in a variety of laboratory and natural setting.

7. Anxiety in general is expected to have a negative effect of performance.

8. The way students perceive and experience their academic related matters is also one of the factors that could affect the performance of the students.

9. It is important to consider motives, aptitudes, cognitive assessments of the task, and past experience when analyzing anxiety and examine how it relates to performance.

Difference In Psychological Problem...

Md Aris Safree Md Yasin

ไทย-อังกฤษ

1. “ อาชีพรับจ้าง ” แย่กว่าอาชีพอื่นๆ เพราะเจอสภาวะบีบคั้นทางเศรษฐกิจและสังคม จึงมีแนวโน้มฆ่าตัวตายสูงสุด

2. ส่วนอาชีพข้าราชการมีสุขภาพจิตดีที่สุด เพราะมีความมั่นคงทางรายได้และไม่ต้องกลัวตกงาน

3. อาชีพข้าราชการและพนักงานรัฐวิสาหกิจได้คะแนนสุขภาพจิตมากที่สุด โดยได้ 33.8 คะแนนจากคะแนนเต็ม 45 คะแนน เนื่องจากมีความมั่นคงทางอาชีพการงาน ส่งผลต่อความมั่นคงทางจิตใจของคนทำงานด้วย

4. ความเคร่งครัดทางศาสนาการปฏิบัติตามหลักคำสอน และการมีเวลาให้แก่กันอย่างเพียงพอของสมาชิกในครอบครัว เป็นปัจจัยที่ช่วยให้สุขภาพจิตของคนดีขึ้น

5. สถิติตั้งแต่ปี พ.ศ. 2548-2553 พบว่า วัยทำงานอายุระหว่าง 15-59 ปี เป็นกลุ่มคนที่มีอัตราการฆ่าตัวตายสูงสุด 7.1 คนต่อประชากรแสนคน

6. การวิจัยพบว่า สาเหตุอันดับหนึ่งที่ทำให้วัยรุ่นฆ่าตัวตายมากที่สุดคือ ผิดหวังเรื่องความรัก ประสบปัญหาการเรียน และปัญหาครอบครัว

7. ฉะนั้นใครที่ตัดสินใจลาโลกไปก่อนวัยอันควรหรือด้วยเหตุผลอันควร ย่อมเป็นความสูญเสียเชิงเศรษฐกิจและสังคม โดยเฉพาะในวัยทำงานซึ่งถือเป็นกลุ่มสำคัญที่ขับเคลื่อนระบบเศรษฐกิจของประเทศ

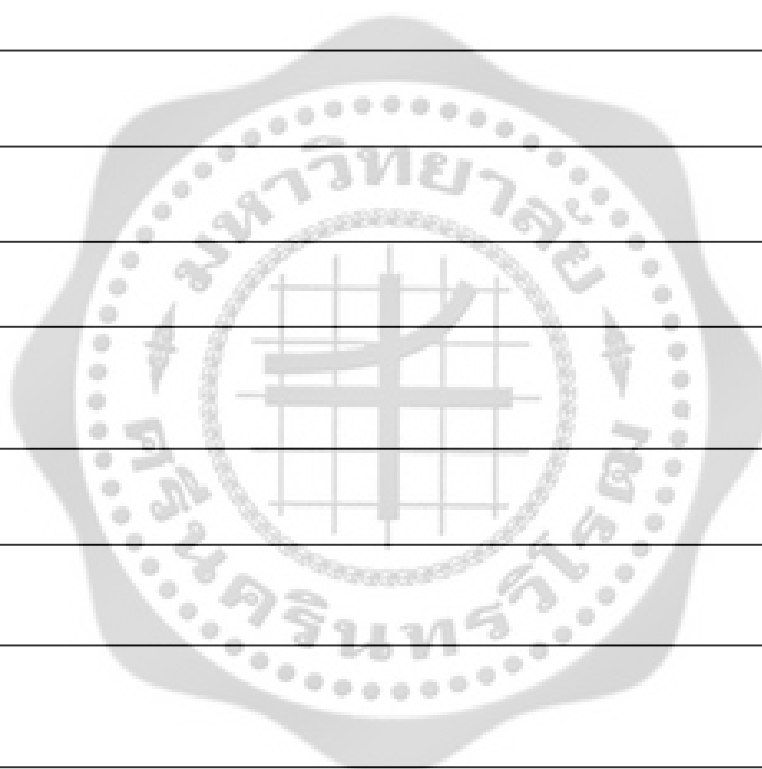
8. โดยเฉพาะกลุ่มเสี่ยงที่มีแนวโน้มฆ่าตัวตายมากที่สุด คือคนอาชีพรับจ้างรายวัน

Paragraph

1. Japanese enterprises invest in Thailand due to several factors. Supply hub for assembling companies maybe the main reason for the advancement of Japanese manufacturing enterprises to Thailand. In the case of auto manufactures, there are 150 companies of primary suppliers and 1800 companies of secondary and tertiary suppliers. In addition, these secondary and tertiary suppliers are Thai local companies. It can be said that it is a strong point of Thailand compared to the vicinity countries such as Vietnam that grew up recent years without having already located such a lot of parts suppliers.

2. Moreover, being enumerated next is **Good quality workers**. Thai people's bright moderate character is very sociable in the Japanese who works together. Also, Thai people's hands are also said to be dexterous and ready to master technology. In the present laborers, although about the half is elementary school graduate. However taking the new graduates into consideration, about 70 percent is university and the vocational school graduate. So that we can say that the academic level of laborer is high compared with a newly emerging country. The history of the advancement of Japanese enterprises

might be long, and it may be an advantage that there are a lot of workers who have the experience of working in Japanese enterprise. There are some cases that three generation of parents and children are working for Japanese enterprises so that the basis of their thinking are Japanese style even in their home.



การศึกษาในกระแสประชาคมอาเซียน

ความก้าวหน้าด้านวิทยาศาสตร์เทคโนโลยีโดยเฉพาะในด้านชีววิทยาและเทคโนโลยีสื่อสาร
ความเปิดกว้างในวิถีการดำรงชีวิตและความคิด ความสั่นไหวของข้อมูลสารสนเทศที่มีปริมาณ
มหาศาล ตลอดจนการมีเสรีภาพในความคิดและแสดงออก อีกทั้งฐานะทางเศรษฐกิจที่ดีขึ้นโดยเฉลี่ย
ของหลายพื้นที่ในโลก ทำให้เกิดโลกใบใหม่ซึ่งยากที่จะมีใครในต้นศตวรรษที่แล้วจินตนาการไปถึง
ได้

ใครจะคิดว่าข้อความที่ส่งถึงกันในรูปของจดหมายที่ใช้เวลา 5-10 วัน จะเปลี่ยนเป็นเวลาชั่ว
วินาที ใครจะคิดว่านักเรียนสามารถเรียนรู้เรื่องราวต่างๆ ในโลกเพียงใช้ปลายนิ้ว โดยไม่ต้อง
เสียเวลาและแรงงานในการเดินทางเพื่อค้นหา และใครจะคิดว่าการศึกษาย่เปลี่ยนจากการสอนมา
เป็น “เรียนรู้ให้มาก สอนให้น้อย” (Teach Less and Learn More)

แต่ดั้งเดิมรูปแบบของการมีความรู้และทักษะคือการสอนโดยครูผ่านการบรรยายหรือทำให้ดู
แต่ภายใต้สิ่งแวดล้อมของการศึกษาปัจจุบันที่ความรู้รอบตัวในรูปลักษณะต่างๆ การเรียนรู้จึงเป็น
วิธีที่ได้ผลกว่า

ครูสอนให้นักเรียนว่ายน้ำ ซึ่งจ้กรยานโดยบรรยายในห้องเรียน หรือแม้แต่ทำให้ดูก็ไม่ทำให้
นักเรียนว่ายน้ำหรือขี่จักรยานเป็น แต่ถ้าให้เขาได้มีโอกาสเรียนรู้ด้วยตนเอง ผ่านการลองผิดลองถูก
เขาก็จะทำได้

ครูปัจจุบันจึงไม่ใช่เรือจ้างอีกต่อไป หากแต่เป็นโค้ชมากกว่า

โลกของเรากำลังเปลี่ยนแปลงครั้งใหญ่ เป็นโลกใบใหม่ที่มีสิ่งแวดล้อมใหม่ มีคนที่มีความคิดแบบใหม่
มีการทำมาหากินด้วยหนทางใหม่ ฯลฯ โดยเฉพาะอย่างยิ่งต้องมีการดำรงชีพแบบใหม่เพื่อความอยู่
รอด

การศึกษาในกระแสประชาคมอาเซียน

คนอยู่อย่างโดดเดี่ยวมิได้ฉันทาในโลกใบใหม่ที่มีความซับซ้อนในทุกเรื่อง ประเทศก็ ฉันทันั้น การทำมาหากินค้าขายกับประเทศอื่นๆ อย่างปราศจากการรวมตัวกับมิตรประเทศทำให้ เสียเปรียบและเสียโอกาส

อาเซียนเกิดขึ้นมาด้วยมิติตความมั่นคงอยู่ในใจ และแปรผันมาครอบคลุมมิติตสังคมและ เศรษฐกิจด้วย จนในที่สุดก็กลายเป็นประชาคมซึ่งรวมทุกมิติตเข้าด้วยกันเพื่อความผาสุกและมั่นคง อย่างยั่งยืน

การเป็นประชาคมของ 10 ประเทศ ทำให้เกิดกลุ่มก้อนของประชากรรวม 600 ล้านคนโดยมี จิติตีพร้อมกันประมาณเกือบ 2 ล้านดอลลาร์สหรัฐอยู่ภายใต้กฎบัตรเดียวกันมีความเสรีในด้านสังคม ด้านการค้าขาย การลงทุน และการเคลื่อนย้ายแรงงานฝีมือระหว่างกัน

ประชากรกลุ่มนี้อยู่ในทำเลที่ไม่ห่างจากตลาดใหญ่ซึ่งมีประชากรจีน 1,400 ล้านคน อินเดีย 1,300 ล้านคน ในโลกที่มีประชากร 7,000 ล้านคน การเป็นอันหนึ่งเดียวกันของประชาคมนี้ในการ ค้าขายด้วยภาษีเข้าเป็นศูนย์การเดินทาง การท่องเที่ยวและการค้าที่สะดวก โดยเฉพาะอย่างยิ่ง ในความคิดว่าเป็นคนพวกเดียวกันจะทำให้ทุกประเทศได้ประโยชน์

ปัจจัยสำคัญที่จะช่วยให้ประชากรของแต่ละประเทศเหล่านี้กลายเป็นสมาชิกที่มีประสิทธิภาพ ของประชาคมอาเซียนและบรรลุเป้าหมายของประชาคมก็คือการศึกษา

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