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**Using an Online Collaborative Translation Technique
to Develop English Majors' Translation Competence
and their Attitudes towards Online Collaboration**

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Abstract

Mixing technology with translation pedagogy is considered one of the recent methodologies in translation classrooms. The current research aimed to explore the effect of using an online collaborative translation technique based on Google Classroom on developing translation competence for English Majors and exploring their attitudes towards online collaboration. The study used the quasi-experimental pre-posttest. Two groups were randomly chosen amongst English Section Students at faculty of Education at Assiut University. The experimental group received training on translation through the suggested online collaborative translation technique while the control group received regular translation instruction. The experimental group students were engaged in collaborative translation tasks via Google Classroom three times a week for five weeks. Tools of the study included a pre-post translation test and a questionnaire to measure students' attitudes towards online collaboration. Results of the study showed that using the suggested collaborative translation technique improved English majors' translation competence. In addition, the results revealed that students developed positive attitudes towards online collaboration.

Key words: Online Collaborative Translation - Translation Competence – Attitudes towards Online Collaboration

استخدام تقنية ترجمه تشاركيه عبر الانترنت لتنمية كفاءة الترجمة والاتجاه

نحو التشارك عبر الانترنت لدى الطلاب المتخصصين في اللغة الانجليزية

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العزير – المملكة العربية السعودية.

كلية التربية – جامعة أسيوط.

الملخص

هدف البحث الحالي الي معرفة أثر استخدام تقنية الترجمة التشاركية عبر الانترنت من خلال فصول جوجل في تنمية كفاءة الترجمة لدى طلاب قسم اللغة الانجليزية ومعرفة اتجاهاتهم نحو التشارك عبر الانترنت. استخدمت الدراسة المنهج شبه التجريبي، حيث تم اختيار مجموعتين من بين طلاب قسم اللغة الانجليزية بكلية التربية جامعة اسيوط أحدهما تجريبية والأخرى ضابطة، وتلقت المجموعة التجريبية تدريباً على الترجمة من خلال التقنية المقترحة، بينما درست المجموعة الضابطة الترجمة بالطريقة المعتادة، وتم تقسيم المجموعة التجريبية الى مجموعات تشاركية، حيث تم التدريب على مهام الترجمة التشاركية من خلال فصول جوجل لمدة ثلاث جلسات كل اسبوع لمدة خمسة أسابيع وتضمنت أدوات الدراسة اختباراً قليباً- بعدياً في الترجمة واستبانة لقياس اتجاهات الطلاب نحو التشارك عبر الانترنت، وأظهرت نتائج البحث تطوراً في كفاءة الترجمة لدى الطلاب المترجمون وهذا التطور يرجع لاستخدام التقنية المقترحة وأظهرت النتائج أيضاً تكوين اتجاهات ايجابية لدى الطلاب المترجمون نحو التشارك عبر الانترنت

الكلمات المفتاحية: الترجمة التشاركية عبر الانترنت- كفاءة الترجمة- الاتجاهات نحو التشارك عبر الانترنت

Introduction:

The Egyptian Ministry of Higher Education has encouraged a change in the educational context in universities in the past five years, which has abandoned the traditional methods and adopted a new learning paradigm, which is based on collaboration. This change has contributed to creating new teaching methodologies, which allow learners to share their experience with each other. In this context, collaborative translation using technology is one of the tools that might be used to develop students' translation skills. Further, it is a tool used to improve students' social skills.

Meanwhile, governments have made immediate changes on educational programs due to Covid19 pandemic to keep healthy measures and maintain social distancing among learners. Therefore, numerous universities in the world started to offer courses that explored the ways in which electronic modes of text analysis and writing differed from the previous traditional study programs. To respond to the challenges posed by the digital world, students need the learning environment that helps accumulate and integrate new knowledge with the previous experience, skills and competences. One of the major teaching challenges is to enable students to use their theoretical knowledge in real-life situations. Hence, using technology in translation classrooms promotes student-centered learning (Oliver, 2002).

It is necessary to create a collaborative learning platform for student-translators to cope with the current trends in learning and teaching that can be seen as team-oriented. There are also many reports describing the tendency of university students to socialize in groups of more than two, which explains their enthusiasm for and attraction to different kinds of web tools such as wikis, blogs or Google classrooms (Howe & Strauss, 2003). Therefore, instructors in higher education should develop translation courses that meet students' expectations for collaborative learning environments such as group activities, collective assignments and projects, online peer reviewing and editing.

To be able to fulfill all the contemporary demands, student-translators are required to be proficient not only in working languages and subject field, not only in traditional activities used in the translation classroom, but also in the use of translation technologies that facilitate the translation process by ensuring higher terminology accuracy and text organization management (Ivanova, 2016). According to Venkatesan

(2014), students feel freer to express their opinions and to collaborate online rather than face-to-face setting. Thus, Google Classroom could be a platform for collaborative translation and a pedagogical tool for translation teaching.

Translation as a resource-based learning activity requires a new methodology that develops students' competences such as linguistic, transfer and digital competences. These competences include the necessary skills to translate. Besides, these competences comprise the different capacities, skills, knowledge to translate, they even include attitudes that professional translators or student-translators possess and which are involved in using online collaboration in teaching and learning translation (Kelly, 2005).

Background and Research Problem:

It is obvious that the lack of clear objectives of translation courses has made learning and teaching translation a big challenge. Besides, throughout teaching for many years it has been noticed that teachers used to use the regular way of teaching translation, which is a teacher-oriented, based mainly on read, and translate strategy and thus affected the quality of translation process negatively. Besides, students used to memorize a number of passages together with their translation for passing the exam. Most translation programs view translation as a product regardless of the process of translation itself. Moreover, the traditional method is no longer appropriate to enhance students' translation skills. The teacher teaches the class, provides standard answers, and seldom considers students' perspectives. However, translation needs linguistic competence in both source language (SL) and target language (TL), along with digital competence that enables student-translators to find the appropriate online searching tools to fulfill translation tasks. On the other hand, Dimitrova (2005) views translation as a communicative activity, which is influenced, by socio-cultural views and perception, concerning source language text SLT and target language text (TLT). Hence, the researchers in the current research view translation as a collaborative activity, which includes sets of activities either face-to-face or online via using web-based tools such as Google classrooms that develop students' translation competence. In this context, the researchers suggested providing a collaborative technique or interactive materials that engaged students to develop their translation

competence and develop positive attitudes towards online collaboration in translation classrooms.

Some previous studies investigated the effect of using collaborative techniques based on web-based tools in translation classrooms such as Aghai & Venkatesan (2013) who developed a customized wiki system to teach translation in collaborative student groups. Results showed that teaching translation through online tools facilitated online collaboration and discussion on translation. Wang (2013) also concluded the importance of teaching translation within a collaborative context. Similar results were found by Barros (2011) investigated the acquisition of interpersonal competence through collaborative learning during the first stages of translation training in Translation and Interpreting (TI) faculties in Spain. Results showed that teamwork in translator training allowed students to develop translation competence.

Statement of the Problem:

The problem of the current research is demonstrated in the challenges and problems that faculty of Education English majors face when translating from English into Arabic and vice versa. For example, students show incompetence in translating and the way translation is introduced to them. Hence, this weakness may be attributed to lack of practices and feedbacks. In addition, it is attributed to translation courses that are designed to develop translation competence and the way of teaching, most instructors adopt which is a teacher-centered and neglects students' collaborative work.

Research Questions:

The current research seeks to find an answer to the following questions:

- 1- What is the effect of the suggested online collaborative translation technique on developing English majors' translation competence?
- 2- What is the effect of the suggested online collaborative translation technique on English majors' attitudes towards online collaboration?

Research Objectives

The main objectives of the present research were to:

- 1- Specifying the effect of the suggested online collaborative translation technique on developing English majors' translation competence.
- 2- Specifying English majors' attitudes towards online collaboration.

Research significance:

The significance of the current research stems from the following considerations:

- 1- The research explores the effect of an online collaborative translation technique to develop translation competence at third year English majors Faculty of Education, Assiut University.
- 2- The use of Google Classroom may provide students with opportunities to interact with each other to clarify and share ideas to seek assistance, to negotiate problems, and discuss solutions.
- 3- The current research may help faculty of Education English majors develop positive attitudes towards online collaboration through using online tools as online peer review and online dictionaries.
- 4- It identifies the translation competence of faculty of Education English majors, which can help teachers and other researchers in teaching and researching translation.
- 5- It helps students to see their progress in translation through sharing their final translation texts through Google Classroom.
- 6- It may help curricula designers fill the gap in the field of teaching and learning translation through **using a collaborative translation technique.**

Delimitations of the research:

- 1- The current research is only focused on third year English department students at faculty of Education Assuit University.
- 2- Experiment was conducted through only one semester, 1st semester of the academic year 2020/2021.

Research Terminology:

To facilitate reading and understanding the research, the following definitions are presented:

a. Online Collaborative Translation:

Jiménez-Crespo (2017) defines online collaborative translation as a relatively young research field and concept in translation studies, one that particularly draws on the interactive possibilities offered by Web 2 tools, which allows translators to work collaboratively in a translation project). Online collaborative translation is also defined by Rudnick (2014) as the technique of having multiple translation participants with varying tasks participate simultaneously in a collaborative workspace with shared resources via web-tools.

The current research views online collaborative translation as a technique that enables third year English majors at Assuit faculty of Education to translate a shared text via Google classroom. The suggested technique includes analyzing the translation source text, transferring it, choosing the appropriate searching tool, producing a high quality target text and adding it to the translation portfolio.

b. Translation Competence:

According to Shreve (1997) translation competence is a process of building knowledge, and a combination of training and continuous practical experience that leads to changes in the way that translators actually conceive of translation.

The current study defines translation competence as a combination of competences that facilitate third year faculty of Education English majors' translation process including analyzing the source text, transferring the source text into target text, digital searching and producing the target text.

c. Attitudes towards Online Collaboration:

Attitudes towards online collaboration can be viewed by Edmunds, Thorpe, & Conole, (2012) as the attitudes of learners toward using online tools in collaborative activities.

According to the current research, such attitudes can be seen as third year faculty of Education English majors' attitudes, both positive and negative, toward online collaborative tools used in translation classrooms.

Research Procedures:

To answer the research questions, the following procedures were adopted:

1. Reviewing literature related to recent methodologies in teaching translation especially through collaborative learning.
2. Reviewing literature related to translation competence and using digital skills in translating.
3. Identifying the competences English majors need to develop at faculty of education Assuit University and developing a list of competences in the light of literature review.
4. Administering the list of competences to jury members to check which ones are appropriate and which ones are not needed if any.

5. Making suitable amendments based on the jury's recommendations and suggestions, and then setting the list in its final form. The list of competences included:
 - Analysis
 - Transfer
 - Digital searching
 - Target text production
6. Selecting the participants and dividing them into an experimental group and a control one.
7. Preparing a Translation pre-posttest and the Online Collaboration Attitude Questionnaire and administering them to a pilot group to measure their validity, reliability and duration.
8. Pre-administration of the Translation test for both the experimental and the control groups to specify English majors' translation competence.
9. Pre administration of the Online Collaboration Attitude Questionnaire for both the experimental and the control groups to explore their attitudes towards online collaboration
10. Implementing the treatment to the experimental group (using a collaborative translation technique through Google Classroom) while the control group receive regular translation instruction.
11. Administering the post application of the Translation Test.
12. Post administration of the Online Collaboration Attitude Questionnaire for both the experimental and the control groups.
13. Analyzing the data statistically using SPSS.
14. Reporting results, conclusion, suggestions and recommendations.

Theoretical Background and Review of Literature:

The rapid flow of knowledge and the continuously changing world of technology call for a change in the traditional teaching practices. Apparently, the advancement of education technology resulted in placing a strong emphasis on integrating technology into language teaching and learning in EFL classrooms. Hence, internet tools have emerged as a promising tool for facilitating collaborative language learning. In this context, Barros (2011) points out that student's positive attitudes working in a team should be developed with the aim of maximizing learning for each team member. Moreover, each team member will have to take on certain responsibilities according to their position in the team and will be accountable to the rest of the members. In order to achieve

the planned general aim, every team member must carry on the specific task assigned to him or her; otherwise, the team performance will be affected. In translation classrooms, teamwork promotes and develops interpersonal skills along with linguistic skills (Kelly, 2005).

Collaborative Translation Technique:

Al-Tamemy et al (2020) claim that designing activities that based on students and focus on their needs, abilities and interests along with the teacher's help, could foster students' language competence and make them familiar with the learning environment. Hence, it is important to use a collaborative technique that takes into consideration the translation process itself and encourages learner-centered teaching through using collaborative groups either face-to-face or online via web (Hussein, 2018). Kiraly (2000) suggested a collaborative method for translator training, according to which, a student is the key of the learning process and the teacher is a guide. Further, this collaborative method includes an active participation in authentic practices and learning process as well as a collaborative teaching environment that enhances a sound interaction among student-translators.

In a collaborative translation classroom, the student-translators communicate through a shared translated text for the sake of creating new understanding of both translation problems and translation strategies that the students could not achieve on their own. It is clear that the Internet and CAT tools have made possible forms of collaborative translation that would have been logistically difficult without technology. The important thing is the capability of multiple student-translators to work simultaneously on the same target-text draft on different web-enabled devices, making the necessary modifications for a certain draft. This creates new possibilities, and makes the process of learning translation easier (Harding, 2018).

Online collaboration via Google Classroom:

Google Classroom is an application provided by Google Inc., which is used as an online educational platform. Google Classroom is very easy to set up and it allows instructors to create classes, distribute assignments, post announcements, send feedback, and upload course materials for students to view. Khalil (2018) reports that when students turn in their assignments through Google Classroom, the instructor can highlight the contents of each assignment and provide the learner with instant constructive feedback and evaluate his/her performance. In

addition, the teacher can invite other colleagues or guests to view the posts on the application. In addition, he adds that Google Classroom can be used for any course in any educational institution. According to this study, Google Classroom is used as a platform for communication between students through sharing their translation texts, doing peer review and peer editing tasks and receiving feedback from **peers and the teacher (Peer reviewing – peer feedback)**.

Translation competence:

According to Shreve (1997) translation competence is a process of building knowledge, and a combination of training and continuous practical experience that leads to changes in the way that translators actually conceive of translation. With the increasing use of computer and internet tools, researchers in the field of translation pedagogy have been expanding the multi-component model of competencies to include new skills and proficiencies required for student-translators. Therefore, the notion of translation competence combines a number of different sub-competencies that seem to include different skills that are required by both a professional translator and a student- translator (Beeby, 2000). In this context, Nord (1991, p. 235) distinguishes several sub-competences that form the notion of translation competence: “competence of text reception and analysis, research competence, transfer competence, competence of text production, competence of translation quality assessment, and linguistic and cultural competence both on the source and the target side”. Additionally, PACTE, views translation competence as the knowledge related to the use of documentation sources and information technologies applied to translation” (2005: 610). Consequently, students, who are exposed to translate different types of texts, are also required to search for information from different resources. Therefore, there is a need to develop digital searching skills for those learners.

The current research seeks to examine the English majors’ translation competence when translating from English into Arabic or vice-versa. Based on previous research, and the pilot study in which the pilot sample students were asked to translate a passage from English into Arabic, it is obviously clear that the students need to develop their translation competence in terms of analyzing the source text, transferring the source text, digital searching skill and producing the target text. Hence, the current study defines translation competence as a combination

of competences that facilitate the translation process including analyzing the source text, transferring the source text into target text, digital searching and producing the target text.

Attitudes towards online collaboration and related studies:

It is important to explore the English majors' attitudes towards collaborative learning in online environment to identify their attitude towards online courses in general. In this context, Challob et al (2016) explored students' attitudes towards learning vocabulary through a collaborative online environment. The results of this study showed that those students who engaged in a computer- supported collaborative learning environment showed positive attitudes towards learning vocabulary through online collaboration. Some other studies investigated the effect of using collaborative translation through an online platform in translation classrooms. For example, Rudnick et al. (2014) presented a new software package for online collaborative translation. This system grows out of the discussions with Guarani-language activists and educators in Paraguay, and attempts to address problems faced by machine translation researchers and by members of any community speaking an under-represented language. The study concluded that Guampa System is intended to foster an online community in which discussions can take place. Venkatesan (2014) investigated a wiki-based implementation in the learning of translation. Findings showed that the project enabled scaffolding and providing a wealth of data that could help student-translators translate effectively and accurately. In the same fashion, Barr (2013) explored the effectiveness of applying wikis to teaching translation in Ulster University, UK. The study results showed that using collaborative translation technique via wikis in translation class fosters interaction between students and enables them to assess each other work through peer reviewing and editing. This study showed the importance of peer feedback in a translation task. Hence, it is important to integrate Google Classroom as an online platform in teaching and learning translation.

Method:

1. Design of the Study:

In this study, the researchers explored the use of an online collaborative translation technique in developing English majors' translation competence and their attitudes towards online collaboration. Quasi-experimental design was used in terms of pre-

posttest procedure where two intact groups were randomly selected to assign an experimental group and a control one. The design as well as the data collection and data analysis followed a quantitative approach.

2. Participants:

a. The Pilot Group:

A group of (√0) English majors Faculty of Education, Assuit University was randomly selected to participate in the pilot study to evaluate the effectiveness of an online collaborative translation technique and tools of the research.

b. The Main Group:

The participants of this study consisted of 60 students (30 Control group & 30 experimental group). These students were English department students at faculty of Education, Assiut University. All participants were Egyptian students, aged between 19 and 21 years old. They were all non-native speakers of English. Among several other courses, they were enrolled in a 15-week blended translation course, the focus of this study, during the first semester of the academic year 2020/2021. Most of the students are from Assiut with similar cultural background.

3. Instruments and Material of the Research:

- a. A translation pre-post test
- b. Online Collaboration Attitude Questionnaire
- c. An E-portfolio

The Translation pre-posttest (prepared by the researchers):

a. Aim of the Test:

The test was designed and used to test English majors' translation competence to explore the effect of using an online collaborative translation technique based on Google Classroom in developing translation competence for English Majors.

b. Construction of the Test:

The test included four major parts: text analysis, text transfer, digital searching skills and target text production.

1. Text analysis: In the first part, students were asked to translate a text from English into Arabic in order to test their competence in analyzing a source language text and solving translation problems when translating as well as overall translation quality.
2. Text transfer: In this part, the students were asked to translate some sentences from English into Arabic and vice-versa in order

to test their translation competence in terms of transferring the source language text into its best equivalent in the target language, taking in consideration, the cultural equivalent for some phrases in both Arabic and English.

3. Digital searching: in this part, students were asked to find the best translation for some sentences and phrases from English into Arabic using the appropriate online searching tool such as online dictionaries, Google translate, and etc. in order to test their digital translation competence.
4. Target text production: in this part, students were asked to translate a text from Arabic into English in order to test their translation competence in terms of composing skills in English language such as grammar and mechanics as well as overall translation quality.

c. Procedures for designing the Test:

1. Identifying the objectives of the test.
2. Suggesting items of the test and judging them by jury members.
3. Modifying the test according to the jury members' suggestions.
4. Piloting the test to ensure the clarity of instructions, suitability of the linguistic level to the subjects, and to determine the validity, reliability and time limit. Results indicate clarity of instructions and suitability of the test's linguistic level to the subjects. Students needed three hours to answer the questions of the test.

d. Validity of the Translation Test:

The researchers ensured the content validity of the test by submitting the test items to some specialists in translation and language testing who approved the test as a whole.

e. Test reliability:

Test-retest reliability was used to calculate internal consistency. Seventy students took the test and after 15 days they took the same test again. Internal consistency was computed by Pearson Coefficient Formula (0.833) which was acceptable for conducting such a study.

f. Instructions of the Test:

Test instructions are written in English. They are brief, simple to understand, and free from any possible ambiguity. They contain information about the objective of the test, time allowed to complete the test and how to record the answers.

g. Scoring the Test:

The researchers developed a scoring rubric, see appendix (A), to assess students' translation tasks in terms of accuracy of source text transfer, mechanics, word and terminology choice and coherence and cohesion of target text. The total score of the test was (16).

The Online Collaboration Attitude Questionnaire (prepared by the researchers):**a. Designing the Online Collaboration Attitude Questionnaire:**

The questionnaire was designed to measure the student-translators' attitudes towards using online collaboration in translation classrooms. The questionnaire consisted of (22) statements fall into two parts: benefits of online collaboration and challenges of using online collaboration in translation classrooms. The questionnaire followed a 5-point Likert scale based on the following opinions: strongly agree, agree, neutral, disagree, and strongly disagree. The responses on the questionnaire were scored by assigning the score of "5" to the "strongly agree" response, "4" to the "agree" response, "3" to the "neutral", "2" to the "disagree" response, and "1" to the "strongly disagree". While as the negative, statements were scored in the reverse order.

b. Questionnaire validity:

The researchers ensured the content validity of the questionnaire by submitting its statements to some specialists in language testing and educational psychology who approved the questionnaire as a whole.

c. Questionnaire reliability:

To estimate the reliability of the questionnaire, Cronbach's Alpha formula was used to estimate its reliability, which was (0.74). This value indicated a high degree of reliability.

The E- Portfolio (prepared by the researchers):

An electronic portfolio page was designed to keep students' final translation. The researchers designed the portfolio page via the Google Classroom page. The portfolio aimed at helping teachers assess students' translation performance. Further, the portfolio page enabled students to track their performance in translation.

Components of the students' portfolio page:

- a. Translation reviewing checklist
- b. Translation Editing checklist

- c. Translation scoring rubric
- d. Samples of translated texts
- e. Students' final translation
- f. Translation assignments
- g. Glossary

4. Procedures of the treatment:

- a. Assigning 6 groups for collaborative translation tasks via Google Classroom and each group should have five members: a leader, reviewer, editor, publisher and time manager
- b. Holding an orientation session about using Google Classrooms.
- c. Creating A google class by choosing a website:
<https://edu.google.com/products/classroom/>
- d. Creating an account and choosing a name for the Google class which is "Collaborative translation tasks".
- e. Adding Classwork activities for students such as "Peer Reviewing", "Peer Editing".
- f. Uploading some important resources, PDF, translation Checklists and links for online dictionaries to help students during reviewing and editing translation texts.
- g. Sending electronic invitations to the experimental group students to join the Google class.
- h. Assigning translation tasks and setting a deadline for each through Google classroom, 5 translation tasks were assigned to experimental group students during 15 sessions.

Description of the suggested collaborative translation technique:

The experimental group students were trained to finalize five translation tasks. Each group collaborated to do the following writing projects:

Table (1)

Description of the collaborative translation technique

Task	Duration
Translating and reviewing a text from English into Arabic in terms of analyzing the source text and finding solutions for the translation problems in the text.	Sessions 1,2, 3
Translating and reviewing a text from English into Arabic in terms of transferring the English text into its best equivalent in Arabic, taking in consideration the cultural equivalence for some phrases.	Sessions 4,5,6

Selecting the appropriate online tool such as online dictionaries to translate some words and phrases from English into Arabic or vice-versa.	Sessions 7,8,9
Translating a text from Arabic into English, taking in consideration the composing and mechanics skills of English.	Sessions 10,11,12
Keeping and sharing the final translation task after peer reviewing in an online portfolio through Google Classroom.	Sessions 13,14,15

Steps of Running a Collaborative Translation Classroom:

It is important to encourage and motivate students to work together in a translation classroom. According to the suggested technique, students are to be divided into teams and duties are to be assigned to each team member so that each team member will have certain responsibilities according to their positions; leader, time manager, editor or digital information seeker. Each team must collaborate and interact to finalize the task assigned to them by sharing necessary materials and doing the peer editing and reviewing that improves the quality of the target text. In addition, the teacher has to track his students' progress, coordinate between them and decide upon the assessment method for each team; translation portfolios could be one of the assessment methods that the teacher can follow.

Treatment:

The experimental group students were asked to do five collaborative translation tasks in terms of analyzing the source text, transferring the source text into its best equivalent target one, searching online information to find the best translation phrases, composing correct English sentences and sharing the best translation tasks after peer reviewing.

Analyzing the source text:

Analyzing the source text is an effective step for good translation. To be specific, analyzing the lexical problems between English and Arabic helps students-translators avoid literally translations and improve their translation competence, which is an objective of the current study (Al-Zakri, 2006). In the same vein, Al-Fady & Al-Debani (2013) pointed out that analyzing the linguistic problems between English and Arabic is an effective method to improve students' translation skills. Therefore, students were asked to analyze the structural problems between English

and Arabic such as translating verb to be, adjectives, adverbs, personal pronouns, and conditional sentences, using the correct tense, translating word class, using the appropriate conjunctions that represent the original in order to solve translation problems that might face them when translating a text from English into Arabic. Further, the experimental group students were asked to analyze the lexical problems between English and Arabic such as translating polysemous words and phrasal verbs, translating collocations, and translating conjunctions.

Transferring the source text:

In this task, students collaborated to deal with different types of collocations and find the appropriate collocation in the target language (TL,) deal with idioms, avoid literal translation of idiomatic phrases, and find equivalence in the TL for specific, cultural terms.

Searching online information:

The ability to search for information online is essential to translators in the digital age because, compared with printed media; online information is more up-to-date and easily accessible. In this task, students were asked to search for information they need to complete their translation task. Therefore, it is important to decide on which online tool they use to complete the task. The experimental group students went to online dictionaries such as Dictionary.com or Oxford Online Dictionary for definitions or synonyms. They also went to AL-Maany bilingual dictionary to find the best translation of certain words and phrases.

Producing the target text:

In this task, students edited their peer’s suggested translation from Arabic into English in terms of English paragraphing skills such as grammatical accuracy and mechanics. Students could use different tools to help them during editing such as peer editing checklist, spelling check application, online dictionaries and so on.

Sharing the best translation in students’ portfolio page:

In this task, students collaborated to review the suggested translation from their peers. Each group did the peer review for other groups and provided feedback. After receiving feedback from their peers, students shared their final translation on “portfolio” through their Google Classroom.

5. Findings:

Prior to conducting the study, the researchers conducted a translation pre-test for both the experimental and the control groups. As table (2) shows, there were slight differences in the score means between the two groups (M= 8.25) for the control group and (M= 9.03) for the experimental one.

Table (2)

t- Test Results of the Mean scores obtained by Experimental and Control group Students in the Pre Application of the Translation Test

Group	N	Mean	Std. Deviation	df	T	Sig
Control	30	8.25	2.69	58	0.894	0.378
Experimental	30	9.03	3.22			

(Total score=16)

Further, the researchers conducted a pre-questionnaire for both the experimental and the control groups to explore their attitudes towards online collaboration. As table (3) shows slight differences in the mean scores of the two groups (M=75.17) for the control group and (M=76.13) for the experimental one.

Table (3)

t- Test Results of the Mean scores obtained by Experimental and Control group Students in the Pre Application of the Online Collaboration Attitude

Questionnaire

Group	N	Mean	Std. Deviation	df	T	Sig
Control	30	75.17	3.21	58	0.954	0.432
Experimental	30	76.13	4.32			

As shown in table (2) and table (3), there were no statistically significant differences between the mean scores of the experimental and the control groups on the Translation pre-testing and the pre application of the Online Collaboration Attitude Questionnaire as the significance values (0.378) and (0.432) were not statistically significant at ($\alpha \leq .01$) level. As a result, the two groups were homogenous at the beginning of the experiment.

a. Answering the first research question:

The first research question states “What is the effect of the suggested online collaborative translation technique on developing English Majors’ translation competence?” To answer this question, the t-test for independent samples was used to compare the mean scores of the two groups on the translation post-test according to the results of the test. The results as shown in table (4) reveal that there is a statistically

significant difference in the mean scores of the two groups. ($M=12.34$) for the control group and ($M=18.16$) for the experimental group. This means that there is a statistically significant difference between the two groups at the level of (0.01) favoring the experimental group.

Table (4)

t- Test Results of the Mean scores obtained by Experimental and Control group Students in the Post-Application of the Translation Test

Group	N	Mean	Std.Deviation	df	T	Sig
Control	30	6.49	2.65	58	3.235	0.01
Experimental	30	15.64	3.07			

(Total score=16)

An in-depth analysis of the experimental and control groups scores on the translation post-test was conducted to give a more detailed idea about the effectiveness of the suggested technique on each component of the test.

Table (5)

Results in-depth analysis of the Experimental and Control groups Scores of post- Translation test components

Component of the test /Group	N	Mean	Std. Deviation	Df	T	Sig
Text analysis Cont. G	30	1.34	0.254	58	2.951	0.01
Text analysis Exp. G	30	3.84	0.621			
Text transfer Cont. G	30	1.64	0.314		3.012	
Text transfer Exp. G	30	3.79	0.597			
Digital searching Cont. G	30	1.87	0.417		3.148	
Digital searching Exp. G	30	3.92	0.523			
Target text production Cont. G	30	1.64	0.312		3.098	
Target text production Exp. G	30	3.91	0.554			
Overall Cont. G	30	6.49	2.65		3.235	
Overall Exp. G	30	15.64	3.07			

As seen in table (5), it was found that the suggested collaborative translation technique had a statistically significant impact on the experimental group students at ($\alpha \leq .01$) level on all the translation post-test components; text analysis t (2.951), text transfer t (3.012), digital searching t (3.148) and target text production t (3.098). This indicates that the experimental group students' translation competence was improved.

b. Answering the second research question:

The second research question states, “What is the effect of the suggested online collaborative translation technique on English majors’ attitudes towards online collaboration?”

To answer this question, the t-test for independent samples was used to compare the mean scores of the two groups on the post application of the online collaboration attitude-questionnaire. The results as shown in table (6) reveal that there is a statistically significant difference in the mean scores of the two groups (M=77.23) for the control group and (M=94.56) for the experimental group. This means that there is a statistically significant difference between the two groups at the level of (0.01) on the questionnaire of attitudes towards online collaboration favoring the experimental group.

Table (6)

t- Test Results of the Mean scores obtained by Experimental and Control group Students in the Post Application of the Online Collaboration Attitude Questionnaire

Group	N	Mean	Std.Deviation	df	T	Sig
Control	30	77.23	4.11	58	8.14	0.01
Experimental	30	94.56	4.95			

6. Conclusion and discussion:

It is obviously clear that online-based resources have become a fundamental tool for English majors. Based on the results pointed out above, the suggested online collaborative translation technique developed experimental group students’ translation competence and developed positive attitudes towards online collaboration. In light of this study, it is obvious that the online collaborative translation technique positively improved English majors to translate different types of texts, analyze the translation problems in the source text, use digital searching skills to deal with different translation problem and translate certain phrases and solve translation problems and produce a high quality target text, benefiting from the peers’ feedback, and through the confidence learners gain through working together.

The researchers believe that assigning the experimental group students in collaborative groups helped them analyze the source text easily and find solutions to the syntactic and lexical problems between English and Arabic. It is worth mentioning that students’ engagement in online peer reviewing and editing sessions via Google Classroom helped

them review, edit their translation text and avoid the problems of literal translation, grammatical mistakes, and spelling and punctuation mistakes. It was also noticed that online peer feedback that students received from each other via Google Classroom helped them in learning how to evaluate their learning and understanding of assessment criteria. Therefore, the assessment would reveal what the learners were capable of in transferring and rendering meaning from the source language into the target language.

The results of the present study are also consistent with the results of another study conducted by Kiraly (2000) who proposed a collaborative technique for teaching translation in which he supported student-centered learning and students' interaction with their peers. Kiraly found that using such a collaborative approach enhanced student' translation skills. Kelly (2005), Barros (2011) and Stewart et al (2013) found similar results.

Meyer (2013) who used online reviewing via wiki to enhance students' translation competence found similar results. It is clear that the results of the current study concurred with the results of the previous mentioned studies in using wikis as a tool to enhance students'' collaborative translation skills and encourage them to receive peer feedback through peer reviewing and editing.

Furthermore, the results of the in-depth analysis confirmed that there are statistically significant differences between the mean scores of the control and experimental groups in the translation post-test regarding the test components: text analysis, text transfer, digital searching and target text production, favoring the experimental group. Therefore, the scores demonstrated a significant improvement on experimental group students' translation competence. These results are in line with Dushek (2008) who found that using internet based learning enhanced students' translation competence in terms of text analysis, as they were able to identify the meaning of unknown words and solve the syntactic problems in the source text. Mekheimer (2012) also found that integrating blackboard technology with the translation process enhanced students' translation competence. The blackboard system included online dictionaries and a wiki platform. Using such online tools improved students' digital searching skill and transferring the cultural terms and editing target texts properly. In the same vein, the current research concurs with other studies such as Flangan& Heine (2015) and Lindgren

et al (2009) in terms of using online peer feedback through peer reviewing and editing to develop students' target text quality.

Moreover, the findings of this study demonstrate that English majors responding to this questionnaire have neither fully relied on online collaboration in translation classrooms nor neglected the technology that employs these ideas that could develop their translation competence. The concepts of sharing and collaboration and their utilization through translation tools developed positive attitudes towards online collaboration in translation classroom. Based on the results of the questionnaire, 68 % of the experimental group students thought that online collaboration developed their translation competence. In addition, 70% of the experimental group students thought that online collaboration helped them to solve translation problems in the source text. Moreover, approximately 70% of the experimental group students thought that online collaboration helped them translate better.

These results also are in line with Prieto-Velasco & Fuentes-Luque (2016) who found highly positive attitudes of students towards Web 2.0 tools and online collaboration. Students found online collaboration very useful, interaction among team members was facilitated, and learning performance showed a significant improvement, with students feeling more confident, autonomous and encouraged by facing a realistic situation.

7. Recommendations

In the light of the findings and conclusions of the research, it is recommended that using an online collaborative translation technique in translation classrooms is crucial for improving students' translation competence. Further, peer feedback that students received from each other during peer reviewing and editing created a supportive atmosphere for learning some translation skills as reviewing and editing a target text. Posting final translation forms by students on their online portfolio also encouraged them to follow their progress on learning translation. Therefore, it is recommended that teachers should encourage students to translate within collaborative groups and foster their attitudes towards online collaboration by using online tools such as Google Classroom and online dictionaries in translation classrooms. Finally, syllabus designers should pay attention to the value of using online tools in translation classrooms to develop students' translation competence.

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