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Ministry of Higher Education and Scientific Research
University of Babylon/ College of Basic Education
Department of Special Education/General Methods of Teaching



**The Effectiveness of an Instructional Program Based
on Collaborative Writing via E-learning Platforms on
Iraqi EFL Students' Achievements to Develop Creative
Writing Skills in Translation**

A Dissertation

**Submitted to the Council of the College of Basic
Education/ University of Babylon in Partial Fulfillment of
the Requirements for the Degree of Doctor of Philosophy of
Education**

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1443 A.H.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِنَّا فَتَحْنَا لَكَ فَتْحًا مُّبِينًا ﴿١﴾ لِيُغْفِرَ لَكَ اللَّهُ مَا تَقَدَّمَ مِنْ ذَنْبِكَ وَمَا تَأَخَّرَ وَيُتِمَّ نِعْمَتَهُ
عَلَيْكَ وَيَهْدِيكَ صِرَاطًا مُسْتَقِيمًا ﴿٢﴾ وَيَنْصُرَكَ اللَّهُ نَصْرًا عَزِيمًا ﴿٣﴾

صدق الله العلي العظيم

سورة الفتح / آية (1-3)

***In the Name of Allah, the Compassionate, the
Merciful***

***We have given you a glorious victory, so that Allah
may forgive your past and future sins, and perfect
His favor to you; that He may guide you to the right
path and bestow on you His mighty help.***

Allah Almighty has Spoken the Truth

(Al-Fath, verses 1-3)

Translated by (Zayid, Mahmud Y., 1997: 379-80)

Supervisors' Certificate

We certify that this dissertation entitled “**The Effectiveness of an Instructional Program Based on Collaborative Writing via E-learning Platforms on Iraqi EFL Students' Achievements to Develop Creative Writing Skills in Translation**” submitted by “**Kadhim Muhammed Musa**” has been prepared under our supervision at the College of Basic Education\ University of Babylon in partial fulfillment of the requirements for the degree of Doctor of Philosophy of Education in General Methods of Teaching.

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Examining Committee Certificate

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Dedications

I dedicate this project to Allah Almighty, The Creator. **He** has been the source of my strength throughout this program and on **His** wings only have I soared.

I also dedicate this work to:

The memory of my brother, my soulmate.

My mother who embraced me with love and care and who has provided me with confidence and support throughout the execution of this work.

My supervisors, Seminar committee and instructors for their patience and invaluable efforts to motivate me to move forward.

My colleague teachers and brilliant students who have been inspiring me in my career.

The researcher

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Abstract

The present study aims at designing an instructional program based on the Collaborative Writing and investigating its effectiveness on the achievements of the students to develop of their creative writing skills in Translation Subject.

To achieve the aims and verify its hypotheses, the researcher adopts the experimental method, by preparing an instructional program that includes educational objectives, educational content, teaching methods, appropriate strategies, accompanying activities, teaching aids, and assessment methods. It also consists of guides for teachers and students as well.

The researcher uses the quasi-experimental design (Cause and Effect), which is the design of the experimental and control groups with pre and posttests in order to identify the effectiveness of the instructional program based on collaborative writing on students' achievement and the development of their creative writing skills.

The researcher purposefully chooses the Third Stage at the Department of English- College of Basic Education at the University of Babylon as a sample to conduct the experiment. Two sections are randomly selected. Section (A) which includes (42) students (males and females) represents the experimental group, whose students will be exposed to the independent variable (The Collaborative Writing Method), while Section (B) which includes (45) students (males and females) represents the control group who are taught according to the traditional method.

The researcher has statistically equalized the factors of the chronological age, intelligence test and parental educational attainments in terms of the experimental and control groups.

Regarding the two instruments of the study, the researcher designs two tests, one of which is an achievement test that included (25) items, and the other is a test of creative writing skills, which included (56) items. The researcher has verified their validity and reliability, and then applied them on the experimental group participants after the end of the experiment.

During the experiment, the researcher personally taught the two study groups. The researcher utilized the Mean, Standard deviation, t-test for two independent samples, Chi-square, Discrimination Power Equation, Alpha- Cronbach's Coefficient, Difficulty Coefficient, and Eta Equation to analyze the data statistically.

The results indicated the superiority of the students of the experimental group who are taught according to the collaborative writing method over the students of the control group who are taught according to the traditional method in the achievement and creative writing skills posttests.

In the light of the findings of the study, the researcher draws a number of conclusions. Based on the conclusions, the researcher recommends a list of recommendations. Finally, the researcher suggested a list of further studies to be investigated in future.

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List of Abbreviations

N	Abbreviated form	Full form
1.	CW	Collaborative Writing
2.	CWSs	Creative Writing Skills
3.	ICT	Information and Communication Technology
4.	SL	Source Language
5.	TL	Target Language
6.	IQ	Intelligence Quotient
7.	ST	Source Text
8.	TT	Target Text

Chapter One

Introduction

Chapter One

Introduction

1.0 Introductory Note

This chapter presents the problem and its significance, importance of the study, aims, hypotheses, procedures, limits as well as the definitions of the terms.

1. 1. Problem and Significance

Writing is used for a wide variety of purposes. It is produced in many different forms (Harmer, 1988: 4). Out of the four skills in language learning, 'writing' is very important skill, as it serves as the medium through which one communicates his/ her ideas, thoughts or feelings. Writing aims at facilitating clear and effective communication (Mowla, et al., 2012: 98-9).

Students must not only be able to speak, listen, and read, but also write in order to complete academic tasks in second language acquisition. Ones can tell stories about individuals, recollect information, and express ideas through writing. In general, the writer uses writing to express their thoughts, ideas, and feelings. Writing allows users to communicate their thoughts to anyone. Writing is an activity that benefits from practice in the other abilities of listening, speaking, and reading (Nation, 2009: 126).

Writing is generally perceived as a solitary, individual activity. Writing in pairs or small groups is a novel activity and there are reported observations of teachers' reluctance to implement such activities. Some of this reluctance may stem from the perception of writing as an individual act as well as from assessment practices that tend to measure individual achievement. It may also stem from a lack of awareness of the potential benefits of collaborative writing for language learning or a lack of knowledge of how best to implement such writing activities. However, collaborative writing is likely to increase given developments in Web 2.0 technology, and particularly the use of wikis and Google Docs – new collaborative writing platforms. It is argued that in our technologically driven world, the inclusion of computer mediated activities in language classes is no longer a choice but an imperative. Research on the use of wikis in second language classes suggests that, as in

the case of face-to-face collaborative writing, online collaborative writing activities need to be carefully designed (Storch, 2013: 22).

In simple terms, writing creatively is a way of expressing feelings, ideas and viewpoints in a most imaginative style. The process helps learners explore novel ways of learning language and experiment with it. Not only does writing skills improve through creative writing, it assists in the overall development of language skills (Harshini, 2020: 187).

Since translation is unquestionably a human activity, the text being translated into the target language should be written in a rhetorical style intended to inspire or influence readers, and it must have the same language impact as the source language. It is considered a challenge for Iraqi college English students, particularly at the beginning of their studies.

It is a fact that any writing activity has the potential to deepen a writer's understanding of the affordances and constraints of text as a written output. Because translation, in whatever shape it takes, is a type of writing, and translators are writers, conducting concentrated creative writing activities might potentially increase the translator's ability to design appropriate translation solutions from a developmental aspect. Like translating, creative writing is both an activity in imagination and a discipline in writing for a specific purpose.

It is vital to find strategies to simplify writing duties in order to make them more doable for poorer students in order to break the cycle of negativity and avoidance. Talking through key aspects of what will be written before the students start working; providing key words, phrases, and opening sentences on the whiteboard; using gapped paragraphs in which the student only needs to add material; and teaching the student a strategy for expanding upon basic ideas are all examples of this (Langan, 2011: 48).

One of the reasons why some students write so little and their thoughts are not presented in a logical order or with enough detail is a lack of planning. Writing lacks the essential development of important themes and is less cohesive than that of proficient writers. Before beginning to write, the writer must spend enough time developing thoughts and sequencing these ideas into the best sequence possible (Garton and Fiona, 2018: 211).

Students are more likely to be interested with the mechanics of writing. This has been identified as one of the key features of learners with a specific learning impairment in writing; yet, it is an issue that affects practically all weak writers. While transcribing abilities are useful, they are not as crucial as the ability to generate and communicate strong ideas during the task's composing stage. When authors must deliberately draw attention to the mechanical sub-processes of writing, their cognitive load increases significantly.

Learning to spell in a language like English is not an easy task, and many students have difficulties generating the correct spelling of the words they want to use in their writing. Instead, from the early years of schooling, learners have been encouraged to invent their own spelling so that they can concentrate more on content and on writing interesting text. The whole language approach and process writing have encouraged teachers to deal with spelling at an individual level, as part of the corrective feedback given to students on their written work. Spelling difficulties are present not only in students who exhibit general problems in writing but also in some students who are otherwise very good readers and writers. For this reason it is worth looking at spelling difficulty in more detail.

1.2. Importance

Some global institutes have used online learning throughout the last two decades. Most schools, colleges, and universities, on the other hand, do not employ this educational style, and their personnel is unaware of what e-learning entails. The use of advice to inspire students in virtual learning is dependent on a practical understanding of cognitive, emotional, and behavioral engagement. In such a critical crisis as the transfer to a new educational environment, learners require extra social support to boost their focus and motivation for online learning (Mahyoob, 2020: 352).

The researcher believes that translation is the basic cognitive process of writing. Although translation improves students' writing abilities and facilitates and speeds up learners' understanding processes, the output of learners will vary depending on the language direction of the translation activities. A lot of publications in this field should demonstrate a growing professional interest in teaching writing abilities. Linguists and instructors who say that one of the fundamental abilities is the capacity to write properly

will be particularly interested in issues linked to the teaching of writing and research findings on the writing of non-native speakers. Most foreign language courses teach writing skills, and there is always a need to refer to Flexibility, Originality, Fluency, Elaboration, and Writing Mechanics. The same is true of translation; so, using translation to improve writing abilities in general, and creative writing skills in particular, is totally justifiable.

1.3. Aims

The present study aims at:

1. Designing an instructional program based on the Collaborative Writing.
2. Investigating the effectiveness of the proposed instructional program on the achievement of the students at the College of Basic Education/ University of Babylon in Translation Subject.
3. Investigating the effectiveness of the proposed instructional program on developing creative writing skills of the students at the College of Basic Education/ University of Babylon in Translation Subject.

1.4. Hypotheses

In the light of the presented aims, the researcher postulates the following **hypotheses**:

1. There is no statistically significant difference at the level of significance (0.05) between the average mean scores of the experimental group students who are taught the translation subject by the collaborative writing method and the mean scores of the control group students who are taught the same subject due to the traditional method in the post-achievement test.
2. There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who are taught the translation subject by the collaborative writing method and the scores of the control group students who are taught the same subject by the traditional method in the pre- and post-achievement tests.

3. There is no statistically significant difference at the level of significance (0.05) between the average mean scores of the experimental group students who are taught the translation subject by the collaborative writing method and the scores of the control group students who are taught the same subject by the traditional method in the creative writing skills posttest.
4. There is no statistically significant difference at the level of significance (0.05) between the mean scores of the experimental group students who are taught translation subject by the collaborative writing method in the creative writing skills tests (pre and post).
5. There is no statistically significant difference at the significance level (0.05) between the average scores of students who study translation subject by the traditional method in the creative writing skills pre- and post- tests.

1.5. Procedures:

1. A mixed of approaches of research are used, i.e.,
 - Experimental approach
 - Descriptive analytical approach
2. A review of the study variables is done.
3. A checklist concerning Core Creative Writing Skills and the extent to which they are implied within the content of the translation subject, academic achievement and creative writing skills pre- and post- tests are designed.
4. The researcher constructs the instructional program which is to be applied. This step is done after reviewing literature related to instructional programs construction.
5. The researcher presents the checklist, the intelligence test and the pre- and post- tests of academic achievement and creative writing skills respectively to remarkable specialists in ELT.
6. Making a pilot study, which enables the researcher to recover some of the problems before starting the experiment.
7. Conducting a final administration of the post-tests of Academic achievement and Creative Writing Skills respectively.

8. Analyzing the collected data to get results using suitable statistical tools; and finally presenting the results to come up with conclusions, recommendations, and suggestions for further studies.

1.6. Limits

The present study is limited to:

1. Place

University of Babylon – College of Basic Education – Department of English.

2. Time

The academic year 2020-2021

3. Participants

Third year students at the department of English/ Morning studies.

4. Subject/ Material

Translation subject (for the second course) as recommended by the Ministry of Higher Education and Scientific Research.

1.7. Definitions of the Basic Terms

1.7.1. Instructional program

It is the organization of learning activities that is based on predetermined goals within a large entity which is the curriculum. It is made up of its components; The relationship between them is of general and particular; The school curriculum may contain many programs, the formulas of which can vary according to their purpose and value, for example, enrichment programs, treatment programs etc (AlKhattat, 2016: 1).

The operational definition

The term, instructional program, refers to a replicable instructional activity that is designed and implemented to achieve an instructional goal, namely, some clearly defined change or changes in a selected group of learners. The primary criteria for determining the success or the effectiveness of an instructional program are these measures of changes in the selected group of learners. These changes can be affective, academic, social, or physical.

1.7.2. Collaborative Writing

It refers to projects where written works are created by multiple people together (collaboratively) rather than individually. It deals with two or more people working together to produce a document with group responsibility for the end product. It offers opportunities not only to practice literature review, academic reading and writing, but also to stimulate reflection, knowledge sharing, and critical thinking (Sukirman, 2016: 34).

It is used to describe those written work projects which involves multiple writers participating together in writing and completing the work. It is different from shared writing in the manner of its execution, i.e. in shared writing, people divide the respective areas of work among themselves and focus on those areas itself (Tutorial points, 2016: 3).

The operational definition:

Collaborative writing can be defined as a written product composed of pair or a group of students who work together to produce one common product. It is a social process in which the group members focus on a common goal, negotiate, collaborate, and discuss while creating a common text.

1.7.3. E-learning platform

Kats (2010: 26) as cited in Collis and Moonen (2001) definition of E-learning platform which is: "comprehensive software package that supports some or all aspects of course preparation, delivery and interaction, and allows these aspects to be accessible via a network."

1.7.4. Academic Achievement

It is any identifiable success in the areas of scholarship or disciplined study or it is a level of proficiency in scholastic work in general or in a specific skill, such as arithmetic or reading. Evidence of future academic achievement is usually based on the results of standardized ability tests and assessment of performance by a teacher or other supervisor (VandenBos, 2015: 5).

The operational definition:

The researcher defines academic achievement as achievement in standardized tests or examinations shown by a student. It is typically assessed by the use of teacher's ratings, tests, and examinations.

1.7.5. Creative Writing Skills

Handayani, et al., (2020: 2-3) state that creative writing skills have four characteristics namely fluency, flexibility, originality, and elaboration.

1. **Fluency** refers to one's ability to produce many ideas, ways, suggestions, questions, ideas and alternative answers.
2. **Flexibility** is an ability to generate ideas, answers, and questions that are varied from different perspectives.
3. **Originality** is an ability to generate ideas to solve problems and create unique and distinctive thoughts.
4. **Elaboration** refers to one's ability to develop ideas along with the details.
5. At last, **mechanics of writing** which can be defined as the technical part of writing that include spelling, punctuation, capitalization, sentence structure, and grammar.

The operational definition

They are abilities that can be obtained by learners. They include producing written content, using figurative language and discussing unique viewpoints.

1.7.6. Translation

As a subject, translation generally refers to all the processes and methods used to render and / or transfer the meaning of the source language text into the target language as closely, completely and accurately as possible (Ghazala, 1995: 1).

It is replacing a text in one language by another text in another language (Aziz and Muftah, 2000: 11).

The operational definition:

Translation is a process of rendering meaning, ideas, or messages of a text from one language to other language.

Chapter Two
Theoretical Framework
And
Previous Related Studies

Chapter Two**Theoretical Framework and Related Literature****2.0. Introductory Note**

This chapter aims at presenting the theoretical framework of the study. It gives an outline of the terms dealt with. Their definitions, processes, types and procedures of tackling each term.

It also aims at shedding light on some related studies. Related studies to each concept are drawn with a point of discussion to clarify how they are differentiated from the present study, and how the researcher got benefit from them.

2.1. Cooperative learning

Cooperative learning is a study method that tries to integrate academic and social learning experiences in the classroom. It has been proven to structure beneficial dependency as well as grouping students into groups. In general, students range greatly in terms of gender, color, and learning styles. All of these differences are dissolved into cognitive, behavioral, and social interdependence through cooperative learning. The mental state of cognitive interdependence is characterized by pluralistic and collective perceptions of the self in connection. The reciprocal influence that people have on one other when their lives and everyday activities intersect is referred to as behavioral interdependence. What one person does has an impact on what the other desires and can do. Behavioral interdependence enhances the bonds between members of a group. It is as though they've formed a link or are together. Positive interdependence, individual accountability, promotive interaction, effective use of social skill, and group processing are all outcomes of social interdependence in cooperative learning. Because of their addiction to gadgets, students seldom create face-to-face engagement with others these days, cooperative learning is an alternate learning strategy to teacher-oriented learning. As a result, this syndrome leads to neglect. There must be a teaching approach that may promote social interaction in order to produce a more friendlier learning environment. It's all about cooperative learning these days (Yusnani, 2018: 976-77).

Jolliffe (2007: 3) indicates that each cooperative learning session should include two key qualities. They boost students' motivation to succeed by improving parameters including productivity, learning retention, time on task, higher-level thinking, learning transfer, and positive attitudes about school.

1. A spirit of "all for one and one for all," or positive interdependence:

Teachers can encourage positive interdependence by doing the following (Sonthara and Sao, 2009: 6):

- a. Establishing mutual goals (learn and make sure that other group members learn).
- b. Using joint rewards (if all group members achieve above the criteria, each will receive bonus points).
- c. Providing resources that have to be shared.
- d. Assigning roles to individuals.
- e. Strengthening a feeling of "shared identity" (by asking groups to name their group).
- f. Each group member's efforts are required and indispensable for group success.
- g. Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities.

2. Accountability on both a collective and individual basis:

To put it another way, the group cannot succeed until each member succeeds or makes considerable progress. The task structure incentivizes group cooperation while also rewarding individuals for meeting instructional objectives. Lesson activities must boost each student's efforts at learning if they are to be successful.

Similarly, Cooper, et al., (2011: 258-60) add the following features:

3. Face-to-face promotive interaction:

It is acts of assisting one another in their learning. One may naturally infer that brilliant students who know more are able to explain more and, as a result, obtain higher exam scores. However, it is not as

straightforward as that. Those who demonstrate knowledge by explaining actually encourage and extend mastery among students of equal aptitude. Students with little skill in a given academic assignment learn more when they explain their solutions and reasoning to their classmates. Furthermore, giving high-achieving students the opportunity to explain or exhibit their knowledge or abilities benefits their own learning.

4. Students' usage of interpersonal and small group abilities in cooperative learning classes:

Working well in a group necessitates a set of social skills that are best studied and exercised in the context of real-world situations. This area includes the students' capacity to critically evaluate their own abilities in order to improve group effectiveness. Cooperative learning, when done correctly, not only increases cognition but also allows students to express the many types of intellect that they contribute to any shared endeavor. Students have the opportunity to recognize and capitalize on each other's talents while also expanding their own ideas about how to tackle an issue in the context of their small learning team.

2.1.1. Cooperative Learning Principles

Many principles have been proposed for cooperative learning. Roberts (2004: 207-8) and Jacobs (2016: 4-5) view the principles as follows:

1. Heterogeneous Grouping:

It is the first step. This principle states that students in cooperative learning groups are mixed based on a variety of factors such as gender, ethnicity, socioeconomic status, religion, personality, age, language competency, and diligence.

2. Ability to work in a group:

Working with others necessitates collaborative abilities such as offering explanations. These talents, as well as the language required to use them, may be lacking in students. They may also lack the desire to use them. The majority of cooperative learning books and websites recommend that collaborative abilities be clearly taught one at a time.

3. Autonomy of the group:

Instead of relying exclusively on the teacher, this approach encourages students to explore for resources inside themselves. When student groups are having problems, teachers are tempted to intervene, either in a specific group or with the entire class. We may wish to fight this impulse at times, however, as Roger Johnson explains, "Teachers must trust peer interaction to perform many of the tasks for which they have felt accountable."

4. Simultaneous Interaction:

It is a term that refers to when two or more people interact at the same time. When group activities are not employed in the classroom, the typical interaction pattern is sequential interaction, in which one person at a time – generally the instructor – talks. When group activities are employed, however, only one student per group speaks. Ten students are speaking at the same time in a class of 40 divided into four groups, i.e., 40 students divided into four groups = 10 students (1 per group) speaking at the same time.

5. Participating equally:

One of the most common problems in groups is that one or two people dominate the group and, for whatever reason, prevent others from participating. Cooperative learning provides a variety of opportunities for group members to participate more equally.

6. Individual accountability:

It is number six. We believe that through encouraging individual accountability in groups, everyone would strive to learn and share their knowledge and thoughts with others.

7. Positive Interdependence:

It is number seven. CL is built around this principle. When members of a group have positive interdependence, they believe that what helps one member of the group benefits the others, and that what harms one member of the group affects the others. This "all for one, one for all" mentality motivates group members to support one another and recognize that they have a shared purpose.

8. Collaboration as a Value:

This notion implies that, rather than being only a method of learning, collaboration also becomes a component of the material to be learnt, or the what of learning. Positive interdependence, the most

important cooperative learning concept, inevitably leads to this. Cooperation as a virtue entails broadening the sense of "All for one, one for all" beyond the small classroom group to include the entire class, the entire school, and so on, bringing in growing numbers of people and other beings into students' circle of ones with whom to collaborate.

2.1.2. Advantages of Working Cooperatively

Crawford, et al., (2005: 48) ensure that cooperative learning improves students academically and socially. Cooperative learning isn't only a quick fix for getting students in big courses to engage in class. Cooperative learning also provides the following advantages:

1. **Higher order thinking:** Students are required to deal with ideas and concepts in cooperative learning groups. They are asked to provide their own perspectives on themes and to solve problems.
2. **Morale and motivation:** Students who participate in cooperative learning feel more connected to the classroom and their peers. This might result in higher attendance and retention rates.
3. **Interpersonal skills development:** Students in cooperative learning groups learn to work together. Cooperation is becoming more widely acknowledged as a fundamental life skill, essential for effective employment, a good family life, and democratic participation.
4. **Fostering inter-personal and inter-group understanding:** Students who work in cooperative groups are more likely to learn how to get along with people of other genders and social groupings. They are also more likely to acquire positive self-perceptions.

Golliffe (2007: 6) explains that cooperative learning is advantageous as shown below:

1. When compared to individual or competitive situations, it has been demonstrated to have a favorable influence on student learning.
2. It has the ability to generate a degree of engagement that other types of learning cannot match.
3. Students may be able to explain topics to one another better than a teacher can to a class. Students learn how to teach and explain content to one another in their own language.

4. In a group context, questions are more likely to be posed and answered.
5. Individuals establish positive interdependence when they believe they can't flourish until everyone else in their organization succeeds.
6. In a cooperative learning exercise, interpersonal and collaborative skills may be developed.
7. Higher-achieving students have the opportunity to be experts, leaders, role models, and teachers, while lower-achieving kids gain from having higher-achieving students in their group.

2.1.3. Roles of Teachers

Cooperative Learning Ideally, teachers are trained to take their existing lessons and restructure them to be cooperative. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson et al., 1998: 33, Johnson et al., 2002: 99-100). Any lesson in any subject area for any age student can be done cooperatively. There are three types of cooperative learning—formal, informal, and cooperative base groups.

2.1.3.1. Formal Cooperative Learning

Formal cooperative learning is students working together for one to several weeks to attain common learning goals and complete activities and assignments collaboratively. The distribution of materials has the potential to establish resource dependency. The room's layout can foster environmental interdependence and provide the teacher quick access to each group, increasing individual accountability and providing data for group processing. Individual responsibility is created through monitoring learning groups; when a teacher monitors a group, individuals are more likely to feel responsible for becoming productive members. Teachers also gather data on pro-social contact, the usage of specific social skills, and participation in desired interaction patterns. This information is utilized to intervene and direct group processing (Marsha, 2019: 4).

2.1.3.2. Informal Cooperative Learning

Students in temporary, ad-hoc groups work together to attain a common learning goal for a few minutes to one class session in informal cooperative learning (Johnson et al. 1998b, 2002). Informal cooperative

learning can be used to focus student attention on the material to be learned, set a learning mood, help set expectations for what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned and pre-cue the next session, and provide closure to an instructional session during a lecture, demonstration, or film. The teacher's responsibility in employing informal cooperative learning to keep students more intellectually engaged comprises holding concentrated conversations before and after the class (i.e., bookends) and interspersing pair discussions throughout the course (Lange, et al., 2016: 263-4, Marsha, 2019: 5-6).

2.2. Collaborative Writing

Writing, according to Cooper (1986:12), is both a cognitive and a social activity that needs L2 students to engage and debate ideas in pairs or small groups. Because L2 writing is such an important activity and result that necessitates a social exchange of meaning, it's crucial to understand the value of cooperation in L2 learning. .

Peer feedback in ESL writing has lately been popular in the classroom due to its social, cognitive, emotional, and methodological benefits, according to Rollinson (2005:58). In contrast to teacher feedback, which is product-oriented and delivered at the end of the activity (Lee, 2009:23), peer feedback is offered as a process during the task, making it more conducive and practical.

The term collaborative writing (henceforth, CW) refers to projects where written works are created by multiple people together (collaboratively) rather than individually. Some projects are overseen by an editor or editorial team, but many grow without any oversight. Collaborative writing can result in projects that are deeper and more complicated than those created through individual writing. One or more collaborative tasks are a common feature of many learning communities. Writing with people, on the other hand, makes the work of writing more difficult (DiCamilla and M.,1997:610).

Collaborative writing strategy is a teaching writing strategy in which students are asked to work together in pair or group in order to produce a good writing. This strategy facilitates students to write a certain text with their

peers. In other words, the students will work together to produce a good writing. It is generally considered as two or more persons writing (Sukirman, 2016: 33-4).

According to Kamimura (2006:67), collaborative writing tools may benefit projects in a variety of ways, including enhanced user commitment and simpler, more effective, and efficient work processes. When people can personally contribute to an activity and feel like they've made a difference, they're more likely to get invested in and devoted to the project's outcome. As a consequence, consumers are more willing to invest time, effort, and personal pride in the end work, resulting in a superior final outcome.

Collaborative writing is primarily a social activity in which authors search for areas of common ground. Several social and interactional rules in sharing understanding include a common objective, differential knowledge, group interaction, and distance from the text. It is a way to foster reflective thinking, especially if the learners are engaged in the act of explaining and defending their ideas to their peers. In collaborative group, the students will exchange their ideas, feelings, and result. In learning process, they will share their idea in making descriptive text, contributing the components, modifying by editing, and drafting the document (Sipayung, 2016: 91-2).

Collaborative writing has been proposed as a strategy for establishing linguistic knowledge and writing practices in the L2. Learners in collaborative work try to create common understandings as part of their individual understandings. They actively interact with others in the process of negotiating meanings as a means of obtaining knowledge from one another. The importance of discourse in classroom engagement has been proven through research in collaborative writing. Collaborative writing is the joint authoring or collaborative authorship of a written work in which several writers debate, negotiate, coordinate, and contribute to assigned writing tasks. Learners actively participate in discourse during collaborative writing, for example, which motivates them to pay attention to gaps in developing a text. As a result, they not only reflect their own language usage in text production, but they also develop a greater grasp of how language is used in written texts. It can help L2 learners improve their ability to compose a written document in the target language. (AlWaleedi et al., 2018: 45-6).

2.2.1. The Role of Collaborative Writing in L2 Classrooms

Collaborative writing is described as an activity in which two or more learners engage with each other throughout the writing process to collaboratively generate a single text. It was inspired by sociocultural theory (Vygotsky, 1978). It necessitates learners' mutual involvement, ongoing peer contact and collaboration, shared decision-making processes, and shared accountability for task completion. CW helps language learners in a variety of ways (Zhang, 2018: 3-4).

1. The collaborative process helps students to express their concerns about language use and to discuss meaning and form with their classmates.
2. In order to establish linguistic agreement, learners must assess their linguistic choices and present arguments for linguistic expressions, which can be beneficial language learning chances.
3. Unlike individual writing assignments, which force learners to depend exclusively on their own linguistic expertise, working in a pair or group allows learners to pool linguistic resources, a type of communal scaffolding that enables learners to undertake cognitively more difficult learning tasks.
4. CW increases grammatical precision in learners' written work more effectively than individual writing.
5. When learners participate in CW activities, they are able to answer more lexis-related issues, suggesting that group work aids L2 vocabulary learning.
6. CW enhances content creation, focuses learners' attention on rhetorical structure and organization, and aids audience awareness when used in computer-mediated contexts.
7. CW is a powerful instructional activity in L2 classrooms that promotes higher learning outcomes by providing a wealth of language learning possibilities.

Grief (2007: 11) presents some points to be followed by the teachers who use collaborative writing inside the classroom:

1. Planning collaborative writing activities carefully including pre-writing activities.
2. Thinking carefully about the materials used for collaborative writing activities.

3. Considering groupings carefully: While some classrooms allowed students to choose their own groups, many professors assigned students to groups. They concluded that it was critical to get to know the students and take into consideration their personalities and group dynamics.
4. Group size matters: Small groups functioned best, with three students appearing to be the ideal amount.
5. Explicitly discussing working together with students and establishing some simple ground rules: One instructor saw that some students wanted to take on all of the duties in a group. She had to remind the group what it meant to collaborate.
6. Being willing to take a step back and let students work on their own: This was challenging for some teachers, especially when students were slow to get started.
7. Being aware of what is going on in groups and recognizing when intervention and support are required: Learners in one class need a lot of help to work without the teacher.
8. Carefully using questions to assist groups without dominating them.
9. Taking into account what the students choose to write.
10. Determining whether or not the class is prepared to work in this manner.

2.2.2. Collaborative Writing Strategies

Collaborative writing is defined as "an iterative and social process in which a group of people working together on a similar goal negotiates, coordinates, and communicates while creating a paper." Many other tactics can be used in collaborative writing, but the five most prevalent ones are listed below. (Lowry et al., 2004: 76-9), (Sukirman, 2016: 35-8) and (Ligard, 2021: 163-5).

1. One-for-all writing
2. Each-in-sequence writing
3. All-in-parallel writing
4. All-in-reaction writing and,
5. Multi-mode writing.

Each adopts a distinct approach to group writing cooperation, and each is better suited to different collaboration situations.

1. When one individual writes on behalf of the entire team, this is known as "**one-for-all writing**." When the writing activity is basic and the risks are minor, this method is suitable. Many collaborative teams, for example, have one author produce an analytical memo summarizing the group's discussion at a research conference. One-for-all writing is efficient and consistent stylistically, but it might hinder consensus building and revision unless they are expressly included into document cycles.

As a result, it works best in groups that have a common understanding of the writing assignment. Alternatively, it may be used as a low-risk, efficient approach of creating a first rough copy that the team understands will be iterated using a variety of different writing styles.

Of course, writing a first draft is never easy, but when the aim is to "get something on the paper for us to work on together," one-for-all writing may be effective.

2. When one person begins writing, completes their assignment, and then passes it on to the next person to complete theirs, this is known as "**each-in-sequence writing**". This strategy is beneficial for asynchronous organizations that can't meet frequently, and document-sharing systems play a key part in its implementation. Because it enables for simple coordination of distant work, many teams will utilize it in the early phases of preparing a grant proposal, for example. The order may be deliberate: for example, the lead author will write the introduction, the research assistant will write the methodology, a third team member will write the findings, and the piece will then be returned to the main author to write the discussion. In fact, though, the order is generally more haphazard: authors work on their portions when they have time.

Minimal social contact, one-person bottlenecks, lack of coherence because conflicting ideas are not reconciled or writers invalidate one another's work, and haphazard version control are all issues of each-in-sequence writing. When these factors are combined, the document's overall coherence suffers. Early meetings can help teams handle these issues by explicitly articulating writing tasks and discussing areas of possible overlap or conflict.

A consistent approach to writing style essentials like first or third person narrative, active or passive voice building, and a shared approach to the paper's core topic and how it will thread across all parts are also

important. Assigning a lead writer to monitor the sequence and assume responsibility for integration also improves coherence. However, in order to succeed in this job, this writer must have the necessary authority.

3. "**All-in-parallel writing**" entails breaking down the writing process into separate components and having authors work in parallel rather than sequentially. When the writing activity is readily split and individual pieces are not mutually reliant, this technique works effectively. All-in-parallel writing may create speedy, high-volume production because it offers better process efficiency and writer liberty than each-in-sequence writing. When divisions of work are designed according to each writer's main skill, the technique is most successful. For example, a research team's methodologist may write the first draft of the methods section, while a team member knowledgeable on the substantive area of the work produces the literature review. The biggest disadvantage of writing in parallel is that writers are blind to one other's work while writing, which might result in duplicate or conflicting information. Parallel writing mitigates this by requiring rigorous pre-planning, which includes an overview of how the sections connect to one another, an agreed vision of the document's readership and purpose, and a procedure for reconciling stylistic differences.
4. Researchers who use the "**all-in-reaction**" writing strategy generate a manuscript together in real time, responding to one other's modifications and additions without explicit preplanning and coordination. Consider writing the initial draft of a paper's Problem/Gap/Hook and concurrently sending it to your coauthors for assessment and comment. They may make modifications at the same time, and their edits may contradict or concur with yours or with each other's, and they may be deliberate or impulsive. The all-in-reaction collaborative writing technique has the advantage of promoting agreement by allowing all authors to express themselves freely and creatively. It can also spark disputes and allow for the emergence of new, unexpected meanings. Its key drawbacks are a lack of cooperation, the possibility of a chaotic evolution of the composition, and version control issues owing to simultaneous authoring. It may also be a tumultuous and scary experience for the team's less experienced or strong authors. As a result, all-in-reaction writing works best in small, non-hierarchical groups where everyone feels comfortable sharing their thoughts. It may be a powerful method for multidisciplinary groups to

build new meanings outside the boundaries of typical discipline thinking when certain requirements are satisfied.

During the course of a writing assignment, many research teams employ a combination of these tactics, which is referred to as "multi-mode writing." For example, a graduate student may write the initial draft of their research article (one-for-all), which is then examined sequentially by team members, either as their schedules permit (each-in-random sequence) or in a predetermined order (each-in-purposeful-sequence). The graduate student then creates revisions (one-for-all), and each team member carefully evaluates one portion of the revision based on their expertise (all-in-parallel). The abstract may be created on Google Docs or through a flurry of emails (typically hours before the conference submission deadline), with all team members working together to reduce the word count and emphasize the main themes (all-in-reaction). It is vital to ensure that all authors are proficient users of the technology that enable the collaborative process.

2.2.3. Collaborative Writing Activities

1. **Group- Brainstorming:** It signifies that members share their thoughts on the subject. Here, spontaneity is crucial. There are no correct or incorrect replies. Students may begin by covering known material before moving on to more abstract or wild territory (Richards and Willy, 2002: 316).
2. **Outlining:** It establishes a high-level direction for the document, which includes significant parts and subsections (Lowry, et al., 2004: 82).
3. **Drafting:** It entails writing words on a computer or on paper that (roughly) correspond to the work's original plan (Abas and Noor, 2017: 371).
4. **Reviewing** is the act of re-reading a text with the purpose of making large-scale adjustments to ensure that the text and the plan are in sync (ibid).
5. **Editing** means concentrating on sentence-level issues such as punctuation, sentence length, spelling, subject-predicate agreement, and style (ibid).
6. **Revising** occurs when students are given the chance to reexamine their writings to restructure concepts, add, modify, or eliminate phrases, and adjust their word choices to ensure that their ideas are clearly expressed. In this point, feedback is quite important. It might come

from the teacher or from peers: students can share drafts and offer feedback on each other's work (Zakime, 2018: 2). This is illustrated in the figure below:

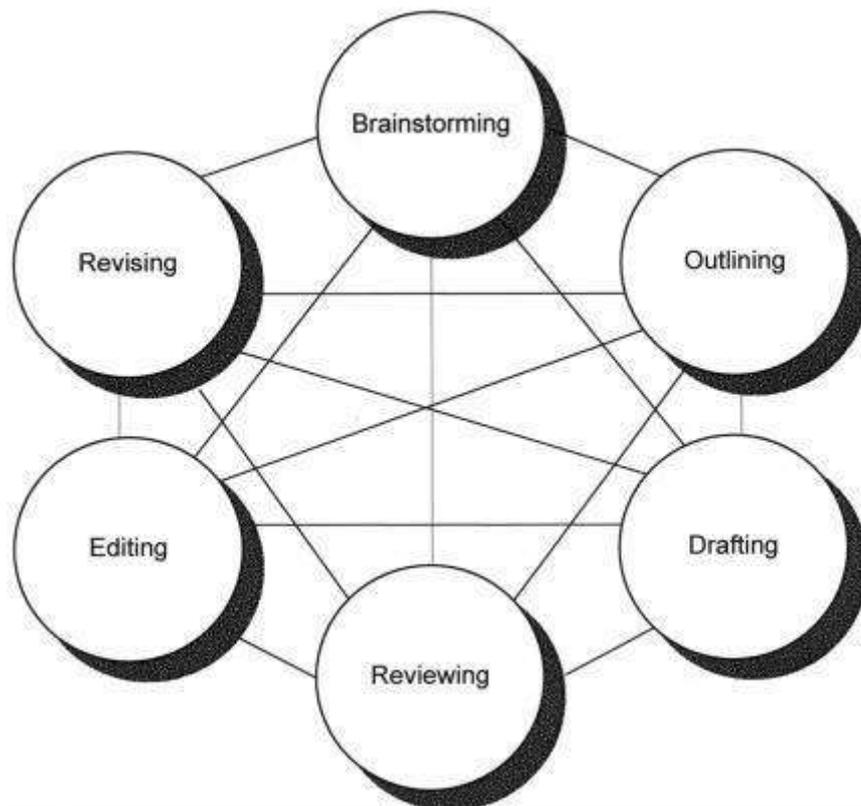


Figure 2.1. Collaborative Writing Activities

2.2.4. Factors Shaping Technology-based Collaborative Writing

In order to reach a comprehensive understanding of the opportunities that technology-based collaboration may offer for L2 development, it is critical to understand the contextual factors that influence the dynamics of collaboration and subsequent L2 learning (Yim, 2017: 22-7).

1. Language proficiency:

Language proficiency of interlocutors is an important factor in pair or group writing. Linguistically diverse groups bring differing levels of linguistic, cultural, and pragmatic skills to group task. Group members' level of proficiency can affect degree to which they collaborate, accept others' input and feedback, resolve conflicts, and, ultimately, learn. Research into the role of language proficiency is much needed. Average-ability students participate more and, therefore, learn more, in same ability groups than in mixed- ability groups.

2. Task type:

Task can be defined as "a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language". Previous L2 studies have suggested the critical role of tasks in facilitating collaborative dialogue. The specific mechanisms through which task types influence the pattern of collaboration needs further investigation.

2.2.5. Collaborative Teacher Development

Collaboration has been the subject of substantial research across disciplines in recent years. Collaborative learning is at the heart of communities of practice, which involve the co-creation of meaning and mutual connections as part of a shared endeavor. As a result, collaborative practices have been identified as essential to professional development because they allow teachers to build networks of connections through which they may reflect on their practice, reassess their views about teaching and learning, and co-construct knowledge. Teacher development takes place in the context of learning communities, in which instructors, as learners, construct settings that incorporate a shared vision as well as their observations on learning processes and practices (Musanti and Lucretia, 2010: 74).

In educational environments, there are various opportunities for cooperation (Burns and Jack, 2009: 242-3):

1. Teachers can collaborate with their colleagues, which is the most power-balanced relationship since it focuses on instructional concerns such as material exploitation, classroom management, and language usage in the classroom.
2. University-based researchers can collaborate with teachers. Because such collaborations are more often established by the researcher(s), they tend to focus on themes that are addressed in educational research. They're also more complex in terms of methodology than teacher-teacher interactions.
3. Teachers and students can interact, but there is a major power imbalance.
4. Teachers can work together with those who are participating in the teaching and learning process (administrators, supervisors, parents, material developers etc.).

2.3. E-learning Platforms

The purposeful use of networked information and communications technology in teaching and learning is known as e-learning. This technique of teaching and learning is also referred to by a variety of different labels. Online learning, virtual learning, distributed learning, network-based learning, and web-based learning are some of them. Fundamentally, they're all educational procedures that use Information and Communication Technology (ICT) to mediate asynchronous and synchronous learning and teaching activities. Online learning, virtual learning, distributed learning, networked or web-based learning are only few of the terms used to describe e-learning. E-learning would encompass all educational activities carried out by individuals or groups working online or offline, synchronously or asynchronously using networked or freestanding computers and other electronic devices, since the letter "e" in e-learning stands for the word "electronic" (Naidu, 2006: 1).

2.3.1.Types of E-learning

The learning process achieved by using digitally delivered content or interaction is e-learning. Mainly e-learning focuses on the use of computers whether in distance or in a classroom to deliver content to students. With the advancement in technology and the use of the World Wide Web the learning process is not only limited between a teacher and student. Learning can be achieved through reading blogs, participating in online forums, threaded email discussions, social media or through online training platforms such as the code academy (Guragain, 2016: 5) .

E-learning can take several forms, depending on the source or delivery medium used (ibid):

- 1.** It's all done online; there are no face-to-face encounters.
- 2.** Blended learning: a blend of online and face-to-face learning.
- 3.** Instructor-led online courses are synchronous.
- 4.** Asynchronous: learning techniques that are self-contained on the internet, network, or storage devices.
- 5.** Instructor-led group: distant learning in which students come from all over the world to learn from a single teacher.
- 6.** Self-study: reading blogs, tutorials, and useful websites to learn.
- 7.** Self-study with a subject matter expert: learn by reading expert blogs or current websites on a regular basis.

8. Web-based learning: learning only via the use of search engines or social media sites such as Facebook.
9. Computer-based learning: accessing study materials through a variety of storage media in the computer, such as a CD-ROM or USB drive.
10. Video/audio tape: access multimedia assets via YouTube or other video/audio sharing websites to study.

Users can choose from a variety of e-learning systems (also known as Virtual Learning Environments or VLEs). In terms of functions and services, these platforms offer a wide spectrum of complexity and diversity. Because both are particular software programs, it is easy to regard an educational multimedia CD and the Moodle platform as separate sorts of e-learning solutions based on their feature sets. However, diverse e-learning systems must, at a basic level, satisfy the same standards as any other program, such as (TeneGen, 2008: 32)

1. ensuring a stable and dependable functioning
2. providing a pleasant, user-friendly interface that conforms with all applicable regulations in terms of accessibility and ergonomics.
3. providing tools for tracking and monitoring the actions of users
4. authority and authentication management
5. compatibility with the operating system of the host computer
6. reducing the system's operational needs
7. simple to set up
8. online user support
9. software and content refresh options
10. providing assistance with productivity.

The great majority of institutions have a virtual learning environment (VLE) of some kind. This may also be known as a learning management system or a course management system, or be part of a broader integration of web services and information systems usually known as a managed learning environment. A VLE is a piece of web-based software that allows the running of all or part of a course or module online. It gives a menu-based or point-and-click interface for constructing an online course area without the need for specialist web development skills (Fry, et al., 2009: 86-7).

2.3.2. Google Classroom

Google Classroom is free of online charge service developed for schools by Google, which aims to simplify paperless formation, distribution, and grading of assignments (Douglas, 2020: 8).

Google Classroom's primary aim is to streamline the mechanism by which teachers and students exchange information. Google Classroom integrates Google Drive for making and sharing tasks, Google Docs, Writing sheets and slides, Contact Gmail, and Scheduling Google Calendar. Students can be invited via a private code to enter a college, or imported automatically from a school domain. Class creates a separate folder in the Drive of the respective individual, where the student can send work for a teacher to grade. Mobile applications, which are available for iOS and Android devices, allow users to take images and add to tasks, share files from other phones, and offline access. Teachers can track each student's progress, and teachers can return work along with feedback after grading. Google Classroom brings together Google Drive, Google Docs, Sheets, Slides, and Gmail to help educational institutions transition to a paperless system. Google Calendar was later incorporated to help with due task dates, field trips, and speaking classes. Students can be invited to classrooms via the institution's database, via a private application that can then be added to the student's user interface or imported automatically from a school domain. Every class created with Google Classroom creates a separate folder in the Google Drive for the respective user, where the student can send work for a teacher to grade. Tasks are stored and graded on Google's suite of productivity applications that enable the student to interact with the teacher and the student or student. Instead of exchanging documents that reside with the instructor on the student's Google Drive, files are stored on the student's computer, and submitted for grading. Students can also opt to attach additional documents to the assignment from their Drive (Phoenix, 2020: 9).

Google Classroom supports various grading schemes. Teachers have the option to add files that students can access, edit, or get an individual copy to the assignment. Students are able to create files and then add them to the assignment if the instructor has not made a copy of a file. Teachers have the opportunity to track each student's progress towards the assignment where they can comment and edit. The instructor will rate the turned in assignments

and return them with feedback to encourage the student to update the assignment and return. When marked, the teacher can only edit assignments until the instructor hands the assignment back in. Teachers can post advertisements to the class stream, which students can comment on, enabling two-way contact between the teacher and the students. Students can still post to the class stream, but a teacher's announcement would not be as high as a priority and can be moderated. Google products can attach multiple types of media, such as YouTube videos and Google Drive files, to announcements and posts to share content. Gmail also provides teachers email options to send emails to one or more students inside the Google Classroom app. You can access the Classroom on the web or through the mobile devices Android and iOS Classroom (Pages, 2020: 3).

Google Classroom is a learning center that can be dedicated to any level of education, and is designed to help find ways out of the challenges encountered in creating assignments without the use of paper (Douglas, 2020: 8).

Google Classroom is Google's online learning platform enabling teachers and students to do their daily lessons remotely in the Classroom. Teachers can now monitor classes, build tasks, organize lesson notes and lesson plans with Google Classroom, and even score each student online (Crawford, 2021: 4).

2.3.3. Advantages of Google Classroom

This platform has several features. Some are shown below (Phoenix, 2020, 35-6):

- 1. Simple to use:** extremely simple to use. "Google's classroom software is only a planned learning interface and options used to launch and monitor activities; emails, alerts of significance to the entire course or individual, and delivers support messages," M. Janzen explained.
- 2. Cloud-based:** Google Classroom is a series of essential cloud-based corporate communication tools utilized by all professional staff, and Google apps are a series of increasingly complex and valid developments in the learning environment.

- 3. Costless:** there are no charges for using the service. Anyone, regardless of whether or not they have a Google Account, may create and participate in classes.
- 4. Mobile-friendly:** Google Classroom is meant to be mobile-friendly. It may be used on any cell phone.
- 5. Saves time:** Google Classes is a time saver for both students and professors. Other Google apps, such as presentations, papers, records, and spreadsheets, are coordinated. The whole assessment process is split and streamlined, including tasks, reviews, formative evaluations, and feedback.

Korman (2020: 41-7) and Crawford (2021: 24-6) share the same advantages. They are listed below:

- 1. Accessibility** Google Classroom is accessible from any desktop, or with any mobile device, irrespective of software, through Google Chrome. Both data exchanged by students and teachers are kept in a Google Drive Classroom archive. The Classroom is open to users everywhere. Students should no doubt be talking about faulty computers or hungry pets.
- 2. Exposure** The classroom gives students exposure to an online learning system. Most College and University programs also allow applicants to take part in at least one online class. Exposure at Google Classroom will help students switch to other learning management programs that are common in higher education.
- 3. Paperless** Teachers and students will not have to shift excessive amounts of paper as the Classroom is completely paperless. As teachers submit classroom tasks and tests, they are enabled to move concurrently. Students can complete tasks and assessments straight from the Classroom, and may also hold their job to Travel. Students may have recourse to missed assignments related to absences and will often have certain resources that are possibly needed.
- 4. Communication** Teachers and students are allowed to send emails, post on the internet, provide private feedback on assignments, and receive job information. Teachers are totally in control of students' feedback and updates. They may also communicate with parents

through individual emails or via Classroom email summaries, which include dates and class announcements.

5. **Collaboration** The curriculum provides several opportunities for students to interact together. Within the classroom, teachers will promote online discussions among students and construct group projects. Moreover, students can work together to share Google Docs with teachers.
6. **Engagement** Many digital natives are comfortable with technology and must be more likely to take responsibility and control of using technology. The classroom provides multiple means of rendering learning more engaging and constructive. It enables teachers to differentiate assignments, integrate videos and web sites into the classes, and build collective community activities.
7. **Differentiation** The teachers can clearly discern learners teaching through the Classroom. Assigning lessons to the entire college, specific students, or classes of students requires just a few required measures while creating a task on a Classwork website.
8. **Feedback** An important aspect of all the training is to give the students positive input. Within the assessment resource at the Classroom, teachers will give each student input on assignments. Within the rating process, there is also the ability to create a statement bank for future usage. The iOS device Classroom, in turn, lets users annotate work.
9. **Data Analysis** To keep learning effective, instructors will evaluate data from the assessment and ensure the learners understand learning goals. Information from analyses may be forwarded easily to Sheets for storing.

2.3.4. Google Classroom as a Tool for Active Learning

Once the students started using Google Classroom, the teachers began to note a slightly unexpected advantage of the Class Comment feature: students began to answer each other's questions. In their online Google classrooms, not all classes or students do this, but the ones who do, excel. While teachers need to step in and answer a few questions, students do teach one another for the most part! The Student Response System (SRS) built into the platform is a prominent new feature. This helps teachers to inject questions into the Stream page of the Classroom, and start question-driven

discussions with students answering each other's questions. Teachers may post a video, photo, or article, for example, and include a question that they want their students to answer. This way, teachers can learn and check in on the progress of their students, which is a fundamental practice. They can do that very quickly with this new functionality, from anywhere, at any moment. To increase interaction among online students, teachers can assign them group projects. Forcing students to work together will add new experiences for the students, and contribute to strong collaboration among them. The most efficient way of learning is group learning. This offers students a chance to support their fellow mates and to learn to work together. Teachers should get the students together in small groups to prepare, and let them and their team create a video project. They may ask them to take photos, record meetings, and upload and complete the project documents, such as pictures or audio files (Joseph, 2020: 52), (Douglas, 2020: 60),

2.3.5.Telegram

The use of communication devices such as mobile phones, tablets and laptops to access the internet has actually been frequently used as a means of connecting the teaching and learning process indirectly. Every course in university usually sets up a 'group' in WhatsApp or Telegram. Through this medium, students and lecturers are often engaged on an issue related to the course. Thus, indirectly, informal learning has occurred (Iksan and Sumaiyah, 2017: 21).

Telegram, like other popular messaging apps, has helped to facilitate the rapid expansion of global communications and the development of various new kinds of discourses in online spaces. It presents itself as a messaging service that cares deeply about freedom of expression and privacy, and which expresses its willingness to protect freedom of speech by circumventing censorship imposed by authoritarian regimes (Badiei, 2020: 1).

2.3.6.Importance of Telegram

Faramarzi, et al. (2019: 135-9) and Alahmad (2020: 1276-7) state that there are many features worthy of mentioning which make Telegram distinct from other software and establishes it as a leading device for distance language learning:

- **Confidentiality and safety:** Because Telegram conversations are encrypted and the app has the potential to self-destruct, this software assures users' cyber security. Without any interference, the secret talks can be self-destructed. Users should no longer be concerned about making mistakes because the communicated messages can be readily repaired, allowing learners to be more outgoing and cooperative in completing assignments. Because the messages may be altered at any moment, learners are able to express themselves freely.
- **The Transparent Network:** Telegram may be used on many devices at the same time, for example, on a smartphone and a laptop. This ensures that the flow of information obtained from various sources continues uninterrupted. In other words, if a student wants to leave the house, they may start gathering material on their laptop and finish on their phone.
- **Access to channels and groups:** Telegram users have access to a broad range of channels and groups, notably those dedicated to language study. The channels and groups can be found via a parametric search or by following an invitation link. Unlike other virtual communities and websites, access to channels, discussion groups, and online classes may be greatly facilitated by conducting a quick search on the topic of interest. Furthermore, there are no premium fees for joining channels or groups. Every instructor and/or learner may create their own channels and groups, and ask their students to begin communicating in an online setting.
- **Supporting files with various extensions and sizes:** Telegram can handle any file type, including but not limited to doc, zip, ppt, mp3, mpeg, and others. This is critical for distant language learning, as teachers and students require a stable and dynamic environment in which to transmit and receive files with various extensions. Furthermore, there are no limitations on the size of data that may be transmitted. Any discussion topic can share files up to 1.5 GB in size. A multimedia file of any extension can be sent to a group by the teacher. It is available to all members of the group for free download and discussion. Learners can also share files to convey their own perspectives. All of this promotes contact among students and encourages them to work together on projects.

- **Assigning tasks to learners:** A group may be used to offer learners with a variety of relevant and demanding assignments. This program supports a broad variety of podcasts, including video podcasts for teaching grammar, vocabulary, pronunciation, listening, reading comprehension, formative writing activities, and speaking.
- **Using helpful robots:** One of the most important characteristics of Telegram which makes it really different from other distance education programs is the existence of robots or so-called ‘bots’, which can encourage learners to be self-reliant and independent. The idea of getting help from robots can stimulate an initiative sense especially for introverted learners. Additionally, inquisitive learners can challenge their peers by getting some information from robots. In other words, by having access to a great range of robots, learners can become more independent and discover the materials by themselves.

2.4. Academic Achievement

Achievement can be defined as the attainment of some goal, or the goal attained. It is acquired knowledge (especially in a particular subject), proficiency, or skill. The term is most often used in this sense to mean academic achievement which, in turns, refers to any identifiable success in the areas of scholarship or disciplined study, or a level of proficiency in scholastic work in general or in a specific skill, such as arithmetic or reading (VandenBos, 2015: 5-6).

2.4.1. Factors Affecting Academic Achievement

Mphale and Mavis (2014: 114-5) state that there are more than one factor which can affect the learners' academic achievement:

School leadership:

Any school's performance is inextricably linked to the sort of leadership in place. The School Head is in charge of all activities that take place in a school and is responsible for all activities that take place inside the school grounds. His/her main goal is to ensure the school's success by making teaching and learning more entertaining and effective. Every School Head want to be respected, trusted, and applauded by the community he serves. The school principal should devote part of his time to observing instructors in the

classroom. He should provide input on the strengths and weaknesses of the teachers. Teachers will feel more effective as a result of this, which will have a favorable impact on students' academic achievement. School leaders should practice shared leadership, in which all education stakeholders are included in decision-making.

Teachers

Teachers, as providers of information and change agents, are the driving force and primary resource in the development and academic advancement of students. The performance of their students in internal and external examinations is used to assess a teacher's efficacy. According to research, a teacher's efficacy has an impact on students' academic achievement. Teachers are responsible for imparting information, skills, and encouraging students' social growth. Teachers are responsible for developing students' key abilities essential for growth in the early stages of school. Teachers employ a variety of strategies to help students improve their academic performance. They examine, assess, and cater for special needs students (MeenuDev, 2016: 70-1).

Parents

The most important approach is for school administrators to create an environment that encourages parents to engage in their children's education. Parents are capable of assisting youngsters with homework, tutoring, afternoon study time monitoring, sports coaching, and motivational lectures. Parents, Teachers, and Students Associations (P.T.S.A) have recently been founded in Botswana as a show of the stakeholders' commitment to students fulfilling the school's mission. Parents in developing nations where unemployment is high are concerned about their children's academic achievement since excellent grades indicate greater prospects for higher-paying white-collar jobs. The government of Botswana has promoted parental engagement in education and has required schools to organize Parent Teachers Associations (P.T.As). The association's major goals are to promote excellent behavior among students and to keep track of their work (Mphale and Mavis, 2014: 116).

Students

Students may have a significant impact on their own academic achievement. Much is written about how to assist students in achieving their academic goals, but less is said about how individuals may influence their own grades. Students can have an influence on the academic progress of others in a variety of ways, such as by involvement in sports, clubs, and other extracurricular activities. Students' study habits may be both beneficial and detrimental. Students who attention to their schoolwork, read books, and do homework have a healthy study habit. Students with bad study habits have a negative attitude about education and are unmotivated to learn. It has been established that in a mixed ability class, kids who are not streamed according to their ability have greater overall achievement and have more equal outcomes (Boaler, 2008: 171).

Students' low academic performance might be caused by a variety of causes. One of them is a language barrier, which has a significant impact on students' school performance. The student may comprehend topics in their mother's language, but he or she is unable to convey them in the language of tests. Uninvolved parenting has been identified as the worst parental style, contributing to low student achievement. Children raised in this environment are more likely to ignore their schoolwork in favor of immediate and enjoyable successes. Students' attitudes toward schooling, aversion to learning, and work preparation before or after school leave them unprepared for exams and examinations. Low study habits might also play a role in a student's poor performance. Academic accomplishment is influenced by other factors such as students' IQ, socioeconomic situation, and lack of resources. Students' academic performance will suffer as a result of the following shortcoming (Mphale and Mavis, 2014: 118).

On the other hand, Maganga (2016: 12) surveys two types of factors that affect the students' academic performance which show that internal and external classroom factors are strongly affecting the students' performance .

1. Internal classroom factors include:

- a.** students' competence
- b.** class schedules
- c.** class size
- d.** text books

- e. class test results
 - f. learning facilities
 - g. homework
 - h. environment of the class
 - i. complexity of the course material
 - j. teachers' role in the class
 - k. technology used in the class
 - l. examinations system
- 2. External classroom factors include:**
- a. extracurricular activities
 - b. family problems
 - c. work and financial, social and other problems
 - d. learning facilities
 - e. age and gender differences

2.5. Translation

One of the most demanding and mentally tough activities is translation. It has something to do with translation, either as an activity or as a result of one. Words, context, grammatical rules, culture, writing customs, and difficult-to-translate words or utterances, such as idioms, should all be considered. The use of translation in teachings is crucial in the classroom. It aids students in comprehending the relationship between languages and exploring their possibilities. Communication success is a two-way process. Learners must be able to communicate in both directions: into and out of the target language. The capacity to utilize a foreign language is emphasized in most instructional materials, but little guidance is provided on how to convey it back into the mother tongue. When seeking for the most relevant words to represent what is meant, translation develops features that are essential to all language learning: flexibility, correctness, and clarity. Students can submit their own ideas while concentrating on the material and feeling free to express themselves (Graff, 2018: 23-4).

2.5.1. Meaning of Translation

Translation is a process of transferring messages across linguistic and cultural barriers and a communicative language teaching activity.

Beier (2011:19) suggests that a translation occurs at some point on a scale between source and target languages. This might be indicated as in the scale below:

SL context ----- x ----- x ----- x ----- TL context

Macmillan Dictionary (2008: 1532) defines translation as the activity of changing spoken or written words into a different language. This means that it is a process of having a source text (ST) and a target text (TT) that should be definitely in different languages. The source language (SL) is the language to be translated and the target language (TL) is the language which the text is going to be translated into.

The researcher proposes that translation, in general terms, is a cover term that contains any way of transfer, oral and written, from written text to spoken, from spoken text to written, of a message from one language to another. In professional terms, however, ‘translation’ is confined to the written language, and the term ‘interpretation’ to the spoken language.

Munday (2008:4) gives several meanings of translation: it can refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating). The process of translation between two different written languages involves the translator changing an source written text (ST) in the original verbal language (SL) into a written text (TT) in a different verbal language (TL).

2.5.2. Methods of Translation

To be able to name the types of translation, the translator’s degree of faithfulness to the text to be translated or his degree of freedom in changing the form and style of the text are predictive factors. As an example, the translator’s faithfulness to the content can be shown in literal or word-for-word translation types while his freedom in changing the form or style can be shown in free, communicative, pragmatic and idiomatic types of translation.

Newmark (1988: 45-7) mentions two translation types as SL emphasis and TL emphasis as in the following:

1. SL Emphasis: Semantic Translation
 - Word-for-word Translation,
 - Literal Translation,
 - Faithful Translation.
2. TL Emphasis: Communicative Translation
 - Free Translation,
 - Adaptation,
 - Idiomatic Translation,
 - Pragmatic Translation.

These translation methods and the differences between them are analyzed by giving some comparative examples in the following parts of this study.

1. Source Language Emphasis: Semantic Translation

Word-for-Word Translation

Interlinear translation is a common example, with the TL right below the SL words. Out of context, the SL word order is retained, and the words are translated individually by their most prevalent meanings. The literal translation of cultural terms is used. The primary purpose of word-for-word translation is to comprehend a complex material as a pre-translation procedure or to grasp the mechanics of the original language (Akan, et al., 2019: 59).

Literal Translation

The SL grammatical structures are transformed to their closest TL equivalents, while the lexical terms are translated separately and out of context once more. This serves as a pre-translation indicator of the issues that need to be addressed (Altarabin, 2019: 7).

Faithful Translation

Within the restrictions of the TL grammatical structures, an accurate translation seeks to capture the original's precise contextual meaning. It 'translates' cultural terms while maintaining grammatical and lexical 'abnormality' (difference from SL standards) in the translation. It makes an

endeavor to be totally loyal to the SL writer's goals and text-realization (Asi, 2012: 193).

Semantic Translation

It varies from 'faithful translation' mainly in that it must consider the SL text's aesthetic worth, sacrificing on 'meaning' when necessary so that no assonance, wordplay, or repetition jars in the final form. The difference between 'faithful' and 'semantic' translation is that the former is rigid and dogmatic, whilst the latter is more flexible, allows for a creative exception to 100% faithfulness, and allows for the translator's instinctive empathy with the original (Ifesieh, 2015: 634).

2. Target Language Emphasis: Communicative Translation

Communicative translation is reader-centered and flexible at the reader's level of language and knowledge. Compared to semantic translation, it has more potential to create equivalent effect at the writer's level. Newmark (1988: 49)

Newmark (1981, cited in Hatim 2001) defines communicative translation as a mode aiming to produce the same effect on the TL readers as was produced by the original on the SL readers.

The equivalent effect is the primary focus of the application of this method. Since it is always set on the reader, the key assumption of the communicative translation is that translation should read like the original. The translator is to keep his customer's demands in view. To put it another way, communicative translation might be considered to be fundamentally functional. Its target is to communicate the original message successfully and satisfactorily.

Free Translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all (Newmark, 1988: 51).

Adaptation

This is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays .

Idiomatic Translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

2.5.3. Translation Problems

Any issue in the source language text that forces the translator to stop translating is referred to as a translation problem. This problem is mostly caused by grammatical, stylistic, cultural, or lexical issues.

- Grammatical Problems

The complicated (SL) grammar and/or unusual (TL) word order cause grammatical issues. According to Ghazala (1995), the most common grammatical issues are:

- (1) The translation of verbs (be), (have), and modals.
- (2) Tenses and articles are translated.
- (3) Adjective and personal pronoun translation.
- (4) Nominal and verbal sentences are translated.
- (5) Word order and translation

- Stylistic Problems

The style, or manner of writing, of a certain (SL) work may provide several challenges to the translator. One of these issues is fronting, which occurs when a word, a phrase, or a clause is presented at the front of a sentence in the traditional manner. The objective of fronting, for example, "suicide he committed" rather than "he committed suicide," is to stress the front word or to bring attention to its relevance to the meaning of the entire

phrase. Parallelism, ambiguity, redundancy, and nominalization vs. verbalization are some other stylistic issues (Ghazala, 222-280).

Stylistic problems are important to discuss on the grounds that style is relevant to meaning. Style is viewed as a part of meaning and affects it in different ways and to different degrees. So, a change of style means a change of meaning of some kind. Style is no longer seen as irrelevant to meaning, separated from it, or the dress that has nothing to do with it. Meaning was claimed to stand on its own, unaffected by that dress. Nowadays, style has been given special attention and is regarded as a part and parcel of meaning.

- **Cultural Problems**

In cross-cultural translation, a variety of issues might arise. "The larger the distance between the source and target cultures, the more acute the challenge," Yowell and Lataiwish (2000:107) write. The finest example of such an issue is translation between English and Arabic, which belong to two separate civilizations (western and oriental cultures). Geographic, religious, social, and linguistic issues may all affect culture.

- **Lexical Problems**

When a term or expression is not understood, misinterpreted, or completely unknown to translators, lexical issues arise. The most prevalent lexical issues are synonymy, polysemy and monosemy, collocations, metaphors, and idioms (Ghazala 1995:98–193).

2.6. Creative Writing

Creativity is what happens when an individual produces something that is novel as well as appropriate, generative or influential (Stokes, 2006: 13).

Petty (2009: 322) explains that creative work is important for four main reasons:

1. To help students improve their abilities to think critically and solve issues.
2. Enable students to use their knowledge in a productive and meaningful way.
3. To boost motivation: Creativity satisfies a basic human desire to create and be recognized for it. Self-esteem and self-actualization are high on

Maslow's scale of human needs, and both may be met via creative activity.

4. To allow students to explore feelings and build self-expression abilities: Education is about more than memorizing information and developing work-related skills. Students should use their imaginations to investigate their emotions and perspectives. They must personalize their experiences and communicate their meanings to others.

There are four main differential approaches to creativity, namely (Paic, 2007: 130-1):

1. The person method, which focuses on the personality traits and ability levels of creative people in order to determine the key characteristics of creative people. As a result, it's similar to the dispositional approach to personality (which focuses on the individual rather than the circumstance or context), however it also addresses the link between creativity and known ability structures.
2. On the other hand, the process approach to creativity seeks to conceptualize the cognitive mechanisms that underpin creative thought, such as associative and divergent thinking. Process approaches to creativity, unlike person approaches, do not attempt to discriminate between creative and non-creative persons, but rather attempt to describe the basic process of creative thought in all individuals. They're more interested in genuine creativity than in creative people, and they're significantly influenced by cognitive psychology. In reality, the combined effort of cognitive and differential psychologists best represents the process approach to creativity.
3. The product approach to creativity investigates the features of creative outputs or products, such as paintings, drawings, and sculptures, as well as scientific papers (e.g., theories, experiments, discoveries). The product approach is strongly linked to aesthetics, which is a well-known branch of philosophy. As a result, it is primarily concerned with output and accomplishment, and it places a greater emphasis on people's works than on their personalities or the processes that facilitate creative production.
4. Finally, the press approach to creativity looks at the relationship between individuals as creators and their environments. It therefore

deals with the contextual determinants of creativity, resembling the situational rather than dispositional approach to personality.

The creative teacher recognizes that important learning may have occurred outside of the boundaries of the learning goal and will have the students examine themselves and each other. People may display fresh ideas if they are encouraged to communicate their thoughts and feelings rather of relying on formulaic replies that are either 'correct' or 'wrong.' They are behaving in a creative manner. As instructors, we must encourage our students to critically examine their replies and work in connection to the objectives they establish for themselves. If an action, response, artefact, or solution reflects meaningful effort, it is valuable. It is critical that all students, regardless of age, get the chance to discuss what they and others value (Horner and Vicki, 2007: 1-2).

2.6.1.Creative Writing and Motivation

Creative writing is beneficial for students in many respects. Not only does it entertain students, but it also fosters their artistic expression, explores the functions and values of writing, clarifies thinking, stimulates their imagination, helps them in their search for identity and, last but not least, it enables them to learn to read and write. Its engaging nature allowing students to express themselves and present their world views also helps teachers to raise students' motivation. In teaching and learning English, motivation is indispensable. Students motivated to learn about a topic are apt to engage in activities they believe will help them learn, such as attend carefully to the instruction, mentally organize and rehearse the material to be learned, take notes to facilitate subsequent studying, check their level of understanding, and ask for help when they do not understand the material. Collectively, these activities improve learning. Creative writing might then be seen as an activity boosting a student's motivation because it allows learners to express their ideas freely, create something brand new as well as enjoy playing with language. Using creative writing can be beneficial for students because it provides them with space for self-discovery and self-expression, gradually allowing them to realize their abilities and hopefully also raise motivation. However, teachers should be careful about their expectations since the study of motivational strategies is still a largely uncharted territory in L2 education. There is no doubt that student motivation can be consciously increased by

using creative techniques, but we know too little about the details of how this could or should happen (Pelcova, 2015: 16-18).

2.6.2. Creative Writing and Translation

While the concept of creativity in translation has been met with skepticism, it is an unavoidable part of the translation process. The fear of creativity in translation stems in part from the ambiguity of the phrase and in part from the common misconception that creativity expresses less-than-perfect translations. In reality, in translation studies, it has been a neglected study issue. Creativity is a vital endeavor that includes problem solving on an individual level and leads to innovation on a society level. Sternberg and Lubart (2004: 3) claim that the capacity to generate work that is both innovative (i.e. unique, surprising) and suitable (i.e. helpful, adaptable to task Luca V. Aranda restrictions) is referred to as creativity. The applicability to translation are clear when investigating this paradigm.

Because translation retraces the original's creative drive, both the writer and the translator are bound by "the handling and crafting of the raw material of language" (Perteghella and Loffredo, 2007: 10).

Despite the fact that "[th]e move away from grammatical and lexical contrasts and linguistic theories of translation and increasing attention devoted to pragmatic, discourse, and sociolinguistic aspects appear to have maintained the emphasis on innovation" (Heltai, 2004: 58).

Because "it is the essence of the literary text to urge creative involvement," when creativity is mentioned or analyzed in translation studies, it is generally in relation to literary texts (Beier, 2007: 55).

Every writer is a translator. Above all, creative writing is a translational process. This energizing process starts with the writer's cognitive and subconscious mental processes, which contain the textual possibilities that are then translated, "brought over" – written down, changed into linguistic signals – on the blank page. The mechanisms at work in the act of writing and creative composition are explored as translation processes from a cognitive perspective. Both creative writing and translation, as textual transformations of thoughts, words, and worlds, have the power and energy to regenerate themselves. Writing may thus be thought of as the cognitive or metaphorical translation of one's own voice into a creative, one-of-a-kind output. Feelings,

observations, perceptions, ideas, insights, memories, tales, and imaginative flights of fancy are all transformed into written language by the authorial writer. As a result, writing is the translation of psychological reality into language, which may then be conveyed with another person or people (Pertegbella, 2013: 195).

2.6.3.Creative Writing Skills

Skill 1: Flexibility: Writing flexibility is an individual's ability to adapt specific components (Snow and Danielle, 2016: 913).

Skill 2: Originality: It is the tendency to produce ideas different from those of most other people (Arefi and Nesa, 2016: 1)

Skill 3: Fluency: It is one characteristic required for generating ideas. It refers to the number of relevant responses a person provides when given a prompt. It is a predictor of creative thought (Salemi, 2017: 48).

The capacity to generate "written language quickly, correctly, imaginatively, and logically" is referred to as writing fluency. The length of the writers' suggested text between pauses and the length of translation episodes written between pauses are used to determine writing fluency (John, 2019: 370).

Skill 4: Elaboration: Elaboration involves adding details, filling in the gaps, embellishing, and completing a creative idea. It fleshes out the ideas of working collaborators, carries an idea to fruition, or adds contextual detail needed to make something real, understandable, or aesthetically pleasing. Without elaboration, others would not see the full potential of a creative inspiration. In cooperative groups, elaborators play a process role worth underscoring: doing the legwork to be sure projects are complete. It is suggested to use interactive or online whiteboards with student-generated "starters" so students can take turns adding the next details. Adding detail to a graphic organizer or variations to a poetry pattern builds elaboration skill, as does turning basic drawings and shapes into detailed works of art (International Society for Technology in Education, 2011: 13).

Fluency is frequently the foundation of exercises aimed to increase diverse thinking, as seen by the four key sections in this explanation. Flexibility is encouraged by "trying to conceive of solutions that solve the

problem in a new way." 'How can we expand on this idea?' invites elaboration, whereas "trying to think of ideas no one else would think of" is aimed to inspire originality (Eragamreddy, 2013: 140).

Skill 5: Mechanics of Writing: According to Broughton et al. (2003: 116) when we write, unlike when we chat, we are involved in an activity that is both private and public. It is private because writing is by its very nature solitary, yet it is public since most writing is intended for an audience, one that is frequently difficult to identify. Writing differs from talking in that it is less spontaneous and more permanent, and the resources available for communication are fewer because we cannot interact with the listeners and adapt as we go along as we can in conversation. As a result, writing conventions are less flexible than conversational conventions, and the language used tends to be standardized. There are several factors to consider if the purpose of an English instructor is to assist students to write fluent, accurate, and acceptable written English. These are the following:

1. Mechanical issues with the English script;
2. Issues with English grammar and lexis correctness;
3. Issues with adapting the writing style to the demands of a certain context;
4. Issues with gaining ease and comfort in communicating what has to be stated.

Alnoori and Fatima (2018: 20) assure the importance of checking punctuation, spelling, grammar sentence structure and linking words before handing in any writing projects.

2.7. Previous Related Studies

1. Astuti (2018)

The Influence of Using Collaborative Writing Technique Towards Students' Writing Ability in Descriptive Text at the First Semester of the Eight Grade at Mts Al-Hikmah Bandar Lampung in the Academic Year of 2018/2019.

The objective of this research was to know whether there is significant influence of using collaborative writing technique toward students' writing ability in descriptive text at the first semester of the eighth grade at MTsBandar Lampung.

The research methodology used was quasi experimental design. The researcher dealt with two classes, they were an experimental class and a control class. In the experimental class, the researcher used collaborative writing technique, whereas in the control class the teacher used guided writing technique. Each class received the same pre-test and post-test. The population of this research was the eighth grade of MTsAl-Hikmah Bandar Lampung. The samples of this research were 2 classes consisting of 58 students. In collecting the data, the researcher used writing test to collect the data.

The researcher analyzed the data by using independent sample t-test, the results was that there was an influence of using collaborative writing technique toward students' writing ability in descriptive text at the first semester of the eighth grade at MTsAlHikmah Bandar Lampung in the academic year of 2018/2019.From the data analysis computed by using SPSS, it was obtained that Sig = 0.000 and = 0.05. It means Ha is accepted because Sig < α = 0.05. Therefore, there was significant influence of using collaborative writing technique toward students' writing ability in descriptive text at the first semester of the eighth grade at MTs Al-Hikmah Bandar Lampung in the academic year of 2018/2019.

2. Mohammed (2019)

Creative Writing from Theory to Practice: Multi-Tasks for Developing Majmaah University Students' Creative Writing Competence

This study looks into the effectiveness of using creative writing multi-tasks to help level 4 female English major students improve their creative writing skills. The research took place in the Zulfi College of Education at Majmaah University in the Kingdom of Saudi Arabia for 12 weeks during the 2018-2019 academic year (KSA). The sample consisted of 64 female students who were randomly assigned to one of two groups: experimental or control.

The experimental group took an advanced collegiate writing course that was supplemented with the researcher's creative writing multitasks. The study included a variety of pre- and posttest designs. When the experimental group's pre- and posttest scores were assessed and compared, it was discovered that there was a statistically significant difference between the pre- and posttest scores, in favor of the posttest. It also demonstrates that the mean posttest scores of the experimental and control groups differed significantly, favoring the experimental group posttest score.

The major research hypothesis is supported by these findings: When compared to the control group, creative writing multi-tasks had a substantial influence on building creative writing competence in the experimental group. The findings suggest that employing creative writing multitasks can help students improve their creative writing skills in both fiction and nonfiction essays. When teaching writing skills, English language instructors should use comparable creative writing multitasks.

3. Pham (2019)

EFL Student Collaborative Writing in Google Docs: A Multiple Case Study

The advancement of contemporary technology has opened up new possibilities for language learning. Technology-mediated collaborative writing has gotten a lot of attention in the study literature in recent years. Some collaborative writing systems, such as Wikispaces and Google Docs, have been investigated for their limitations and benefits. Studies in Google Docs-based collaborative writing in English as a Foreign Language (EFL)

contexts are underrepresented in the research literature, despite the fact that wiki-based collaborative writing has been done in a number of situations. The study is conducted in an English for Specific Purposes class at a university in southern Vietnam to contribute to research diversity. The study's theoretical underpinnings were Sociocultural Theory and its idea of Zone of Proximal Development. In the Google Docs platform, student engagement, contribution, and the use of scaffolding tactics were investigated.

The researcher also looked into how assignment type affects student collaboration and if collaborative writing activities have an impact on student writing quality. In addition, students' opinions and experiences with utilizing Google Docs for collaborative writing were looked into. The major design for this dissertation was an exploratory multiple qualitative case study. This research had twelve students who were divided into three groups, each with four individuals. Each group was given two writing assignments: an argumentative essay and a medical report, which they were to produce in collaboration with their peers.

Information was gathered from six different sources: surveys, Google Docs pages, Google Docs modification history, student writing output, reflections, and interviews. In each activity, the data revealed that each group had its unique interaction pattern. Language roles, contributions, and scaffolding methods vary in type and frequency across group members. Due to inconclusive results, the impact of task types on student interaction could not be identified. Furthermore, there was no link between student participation and the quality of their work. Finally, a thematic analysis of student interviews revealed that they saw Google Docs as having advantages in terms of encouraging collaborative writing and student learning.

4. Sarkhosh and Shiva (2020)

Collaborative and Individual Writing: Effects on Accuracy and Fluency Development

The purpose of this study is to see how collaborative vs. individual writing styles affect the development of fluency and accuracy in male and female EFL students. The study is unique in that it uses a delayed posttest to look at the long-term effects of these two techniques on fluency and accuracy growth. In addition, the research looks at the improvement of fluency and accuracy

over the course of seven sessions. Wigglesworth and Storch's technique was used to rate the participants' written outputs for fluency and correctness (2009). The data demonstrated that collaborative writing resulted in more fluent texts for both males and girls in the short and long term, as determined by MANCOVA and ANOVA analyses. In the short and long term, jointly composed compositions were more accurate than those written independently for males and females.

5. AlEmara and Ahmed (2021)

Creativity as a Shared Component between Writing and Translation: An Empirical Study

The goal of this study is to evaluate and compare creativity as one of these common aspects. The study is divided into two parts in terms of methodology. The first step is to provide the theoretical groundwork by discussing various scholarly works on writing and translating innovation, particularly empirical investigations.

The practical element of the study comprises a study in which student-translators (fourth-year students from the University of Basra's Department of Translation) were invited to participate. Two tasks were assigned to the participants throughout the experiment: first, they had to write many compositions in English about a certain topic, and second, they had to independently translate a text on the same issue into English. The outputs were then examined using Tan's (2009) creative writing model and Kussmaul's (1995) creative translation model. A jury of experts reviewed the verdicts.

The data suggest that the creative dimensions of writing and translation are not comparable, and that student translators scored higher in writing than in translation. It is concluded that the creative element in translation is linked to and influenced by factors other than those found in writing; specifically, the translator's competence, which is still developing among student-translators and varies according to each student's abilities and personal characteristics.

6. Davison (2021)**“The Effects of Carrying out Collaborative Writing on the Individual Writing Proficiency of English Second Language Learners in an English for Academic Purposes Program”**

This quasi-experimental classroom-based study (n=128) examines what students in an English for Academic Purposes Program (EAP) learn from the collaborative writing process and how this influences their individual writing. When compared to how autonomous writing affects individual writing, this is a significant difference. Individual students can learn from the collaborative writing process, and their subsequent individual work may become more accurate or better as a result, according to this thesis. Individual pre- and post-test writing completed before and after two groups of students completed a series of writing tasks either collaboratively (collaborative writing group, n=64) or independently (independent writing group, n=64) over an 8-week period revealed that accuracy improved significantly more in the collaborative group's post-test writing than in the independent writing group's post-test writing.

On the other hand, both groups' post-test writing showed similar statistically significant gains in fluency and lexical complexity, as well as coherence and cohesiveness, despite syntactic complexity not increasing significantly in either group. In this study, it appears that engaging in collaborative writing had a significant influence on the correctness of the individual writing generated by learners who participated in this writing process.

After completing collaborative writing and independent writing, which are prevalent in English for Academic Purposes programs, other aspects of individual writing evolved in a similar fashion. Students engaged in language-related episodes addressing the use of language in the coauthored work they generated, according to an analysis of collaborative discussion. This included peer discussion of how language was used, peer-to-peer corrective criticism, and the exchange of linguistic information.

The findings also suggested that other interactive activities, such as observing, might aid potential learning in addition to language-related experiences. This study adds to the area of Second Language Writing and

English for Academic Purposes (EAP) by highlighting the learning potential of this interactive writing process and suggesting that collaborative writing is a suitable learning to write activity for EAP.

Table (2.1) Discussion of the Previous Studies

Title	Date and place	Aim (s)	Method	Sample	Tool (s)	Statistics	Results
The Influence of Using Collaborative Writing Technique Towards Students' Writing Ability in Descriptive Text at the First Semester of the Eight Grade at Mts Al-Hikmah Bandar Lampung in the Academic Year of 2018/2019.	(2018) in Indonesia	The objective of this study was to know whether there is significant influence of using collaborative writing technique toward students' writing ability in descriptive text at the first semester of the eighth grade at MTsBandar Lampung	Quasi-Experimental method	The samples of this research were 2 classes consisting of 58 students. In collecting the data, the researcher used writing test to collect the data.	Pre- and Post-tests	SPSS	the results was that there was an influence of using collaborative writing technique toward students' writing ability in descriptive text
EFL Student Collaborative Writing in Google Docs: A Multiple Case Study	(2019) in Vietnam	Investigating EFL Student Collaborative Writing in Google Docs	exploratory multiple qualitative case study	12 students	two writing assignments: an argumentative essay and a medical report	Different statistical tools	the data revealed that each group had its unique interaction pattern. Language roles, contributions, and scaffolding methods vary in type and frequency across group members. Due to inconclusive results, the impact of task types on student interaction could not be identified. Furthermore, there was no link between student

							participation and the quality of their work. Finally, a thematic analysis of student interviews revealed that they saw Google Docs as having advantages in terms of encouraging collaborative writing and student learning.
Creative Writing from Theory to Practice: Multi-Tasks for Developing Majmaah University Students' Creative Writing Competence	(2019) in Saudi Arabia	This study looks into the effectiveness of using creative writing multi-tasks to help level 4 female English major students improve their creative writing skills.	Experimental design	64 female students	Pre- and Post-tests	Different statistical tools	it was discovered that there was a statistically significant difference between the pre- and posttest scores, in favor of the posttest. It also demonstrates that the mean posttest scores of the experimental and control groups differed significantly, favoring the experimental group posttest score. The major research hypothesis is supported by these findings: When compared to the control group, creative writing multi-tasks had a substantial influence on building creative writing competence in the experimental group.
Collaborative and Individual Writing: Effects on Accuracy and Fluency Development	(2020) in Iran	The purpose of this study is to see how collaborative vs. individual writing styles affect the	The design of the present study is an experimental pretest,	The participants in the present study included 120 students at the elementary level of proficiency in Iran	Pre- and Post-tests	The Data were analyzed through MANCOVA and ANOVA	The Data, analyzed through MANCOVA and ANOVA analyses, revealed that collaborative writing led to more fluent texts for both males and

		development of fluency and accuracy in male and female EFL students.	immediate, delayed posttest design, which takes place over seven successive sessions and renders this study a longitudinal one.	Language Institute		analyses	females in the short and the long run. Also, the collaboratively written compositions were more accurate in comparison to those written individually for males and females in the short and long run.
“The Effects of Carrying out Collaborative Writing on the Individual Writing Proficiency of English Second Language Learners in an English for Academic Purposes Program”	(2021) in UK	It examines what students in an English for Academic Purposes Program (EAP) learn from the collaborative writing process and how this influences their individual writing	Quasi-experimental	128 students	Pretest-Posttest	Different statistical tools	In this study, it appears that engaging in collaborative writing had a significant influence on the correctness of the individual writing generated by learners who participated in this writing process.
Creativity as a Shared Component between Writing and Translation: An Empirical Study	(2021) in Iraq	The goal of this study is to evaluate and compare creativity as one of these two common aspects (i.e.,	Experimental method	Student-translators (fourth-year students from the University of Basra's Department of Translation) were invited to participate.	Tan's (2009) creative writing model and Kussmaul's (1995) creative		The data suggest that the creative dimensions of writing and translation are not comparable, and that student translators scored higher in writing than in translation. It is concluded that the

		Creativity and Translation).			translation model.		creative element in translation is linked to and influenced by factors other than those found in writing; specifically, the translator's competence, which is still developing among student-translators and varies according to each student's abilities and personal characteristics.
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2.7.1. Discussion of the Previous Studies

When reviewing the previous studies that were related to the present study, the researcher noticed the following:

1. They were different in their aims.
2. They were different in the sizes of the samples. Some studies focus on small samples, and some focus on large samples. This may be, because of the nature of those studies and the aims to be achieved.
3. Some of the presented previous studies were similar in the method followed by each researcher to achieve the aim(s) of their studies.
4. They were different in the tool(s) used, keeping pace with the nature of the study.
5. They were different in the results achieved because of more than one factor, i.e., Time, Place, Procedures, Samples, Tools, and so on.

The studies have already mentioned are reviewed with regard to the current study. The discussion will refer to the main points such as the topic of the study, the purpose of the study, the sample of the study and the methods to be followed for data collecting. The current study has benefited from these previous and related studies in the theoretical framework of the study.

Concerning the topic, the current study agrees with all the previous studies in dealing with the use and impact of Collaborative Writing as a type of writing on different aspects. In relation to the purpose, the current study agrees partially with the study of **Sarkhosh and Shiva (2020)** for it aims to see how collaborative vs. individual writing styles affect the development of fluency and accuracy in male and female EFL students. The other studies deal with the impact of Collaborative Writing on different aspects.

Concerning the method of the study, this study agrees with the previous studies since all of them follow the experimental method except that of **Davison (2021)** which is a qualitative study. For the data collecting methods, the current study adopts the mixed method of data collecting, i.e., quantitative and qualitative methods, through which the researcher uses checklist and pre- and posttests. Therefore, it totally agrees with the study of **Astuti (2018)**. The studies of **Mohammed (2019)**, **Sarkhosh and Shiva (2020)** and **Davison (2021)** use the pre- and posttests to collect data about the participants, while **Pham (2019)** two writing assignments: an argumentative essay and a medical report and **AlEmara and Ahmed (2021)** use Tan's (2009) creative writing model and Kussmaul's (1995) creative translation model.

Chapter Three

Methodology

Chapter Three**Research Methodology and Procedures****3.0. Introductory Note**

This chapter is devoted to highlight the research method and the procedures followed by the researcher. Data sources, research tools and, the process of preparing them, assuring its validity and reliability are shown.

3.1. The Methodological Basis of the Proposed Instructional Program

The Research Design subsection should answer the question, "what will be done in order to accomplish the Specific Aims?" It is simply a list of procedures in the order in which they will be done. The goal of this section is to communicate this information in as brief and logical a sequence as possible (Ogden and Israel, 2002: 101-2).

In the current study, the researcher depends on the "Gerlach and Ely" Instructional Model which is clarified below:

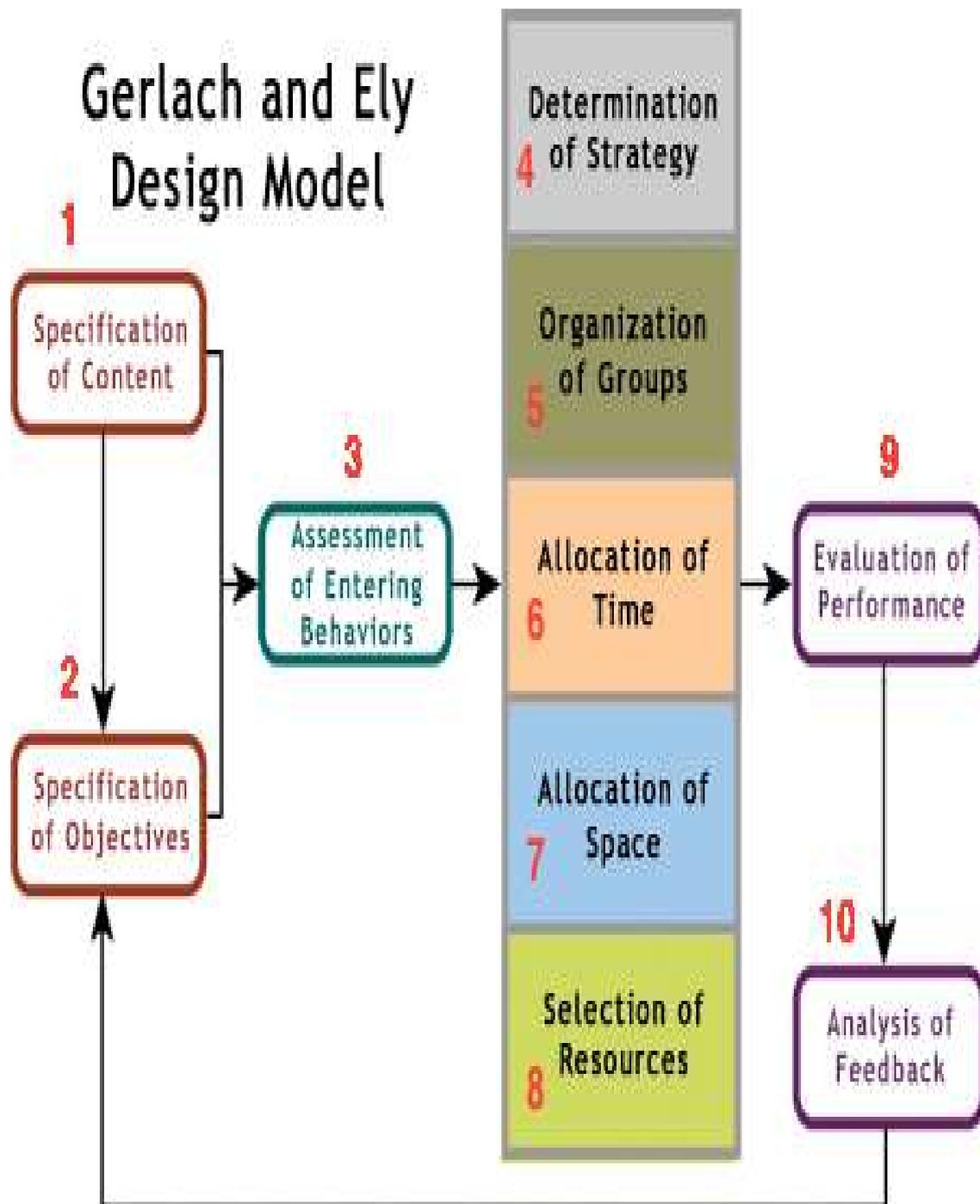


Figure (3.1.) Gerlach and Ely Instructional Design Model

The Gerlach & Ely model is an attempt to portray graphically a method of systematically planning instruction. Incorporated in this model are two items: the necessity of carefully defined goals and the tactics on how to reach each goal. Both parts are essential for effective teaching (Grabowski, 2003: 4).

There are ten elements to this model:

1. The **first** is the specification of content and the **second** is specification of objectives. The teacher is ultimately responsible for selecting what parts of the content will be taught when. These decisions can be based on many things, including state/local guidelines, supervisors, personal experiences, and long-range goals. Objectives are defined to be specific skills that the learner should be able to display under defined conditions at a designated time (Gerlach and Ely, 1980: 13).
2. Step **three** consists of assessing the learner's entering behaviors. Every student affected by this particular model (or lesson plan) will come into the situation with different starting knowledge. According to the authors, the fundamental question that must be answered prior to formal instruction is, "To what extent has the student learned the terms, concepts, and skills which are part of this course (Gerlach, 1980: 14)?" This can happen in a variety of ways, including a pretest.
3. Steps **four** through **eight** are dependent on one another. Any decision that is made in one of these steps will influence the range of decisions available in the others. These decisions are simultaneous and interactive. Determination of strategy is the first in this special group. The choices here can range from the expository, more traditional approach of the teacher presenting all the information, to the inquiry approach where the teacher is a facilitator helping students discover. Each approach is valid and has its own place in the learning experience. The next decision in this model is the organization of groups. Should instruction be self-study, involve small groups, the entire class, or another alternative form?

The objectives can help select the most appropriate group size by answering the following three questions (Gerlach, 1980):

- a. Which objectives can be reached by the learners on their own?
- b. Which objectives can be achieved through interaction among the learners themselves?

- c. Which objectives can be achieved through formal presentation and through interaction between you and the learner?

Time can be divided up among the various teaching strategies, while watching out for time constraints such as school class periods. Time also can greatly affect the possible learning spaces, and vice versa. The allocation of learning space is also closely tied to the organization of groups. Will students study in individual, small, or large group spaces? Or will the learning happen outside the classroom?

The last step in this special group is the selection of resources. This is when appropriate instructional materials are located, obtained and adapted or supplemented to fit your needs. Notice that resources are selected rather than developed due to the time constraints on the classroom setting. Once the group of simultaneous decisions is complete, evaluation of performance can be decided. How will students be measured on achievement and attitude toward content and instruction; and what was the overall effectiveness and efficiency of the lesson? And finally, the last step is the analysis of feedback (Grabowski, 2003: 6).

3.1.1. Specification of Content

The target content in the present study is teaching the "Translation" subject for the Third Year University Students in Iraq, which is limited to the following items as recommended by the Ministry of Higher Education and Scientific Research:

Table 3.1. Syllabus of Translation Subject as Recommended by the MoHEaSR

N	Subject
1	Principles of translation.
2	Literal and non – Literal translation (similarities and differences).
3	Translation of Words , phrases, Sentences.
4	Translation of Cultural Differences:
5	Translation of idioms, proverbs, and jokes.
6	Translation of Paragraphs.
7	Difficulties and Problems faced by students in translation.

3.1.2. Specification of Objectives

1. Preparing students to face real-life issues while collaborating with others.
2. Getting hands-on experience working in a group.
3. Increasing vocabulary by improving written language abilities.
4. Leveraging one other's strengths and assisting one another through problems.
5. Providing students with additional opportunities to write for an audience (e.g., other group members)
6. Having group members proofread throughout the process - which improves everyone's writing abilities.
7. Allowing students to choose their own learning content
8. Reducing grading burden through group work
9. Improving student writing and translation using this research-based idea
10. Streamlining huge assignments- Group tasks are completed more quickly and thoroughly.

3.1.3. Measurement of Entering Behaviors:

Entry abilities level is an instructional analysis method which assesses the abilities and information that a learner knows or can perform before beginning to receive new instructions. The learner's knowledge, skills, and abilities should match the intended level of teaching (<https://www.igi-global.com/dictionary/mobile-learning/51561>).

Corresponding to what is mentioned earlier, the entering behaviors of the target sample will be measured by exposing it to academic achievement and creative writing skills pre-tests. See **Appendices (2) to (5)**.

3.1.4. Determination of Strategies

The success of any project depends on effective communication. Everyone in the group should make sure they understand what the assignment comprises and what each individual is expected to do.

In group projects, there are six sorts of collaborative writing strategies. They are:

1. **Group-Single author writing:** This signifies that a single writer is writing on behalf of the whole team. When the writing is basic, it is done by a single author.
2. **Parallel writing:** Another sort of collaborative writing is parallel writing, in which the document or assignment is divided into many sections and each person works on their allotted half.
 - **Horizontal division parallel writing:** The assignment is divided into portions, with each member responsible for the development of his or her own segment.
 - **Stratified division parallel writing:** The group's responsibility for the project's development is divided, and each member is allocated a range of duties.
3. **Sequential single writing:** A single member of a single group writes at a time in this form of writing. Every team member is given a section of the document to write and pass on to the next person.
4. **Mixed mode:** In this form, more than two strategies of writing are mixed.
5. **Reactive writing:** The team members work together to develop the project. They modify and react to the contributions given by each other.
6. **'Puzzle' parallel construction:** An initial document will be given, which will be partially or totally created, and to which each group member will participate. By the use of juxta-positioning, the final document is rendered complete.

3.1.5. Organization of Groups

The experimental group members are classified into more than one sub-groups. Each group consists of five students including a leader who is responsible for submitting the final sheet of answers. Each group starts outlining their plan to do research and information gathering to support their paper. The students have to think about the purpose of their writing and think the content structure. Each student works actively with another and drafts a paper based on their own ideas, the result of this process is a first draft. Then, the students read their works to make sure whether what they have written is appropriate or not, make changes to its organization, grammatical and lexical

correctness. Next, the students copy out the best version of the corrected draft and the final version collected to the teacher. The last is teacher evaluation, the teacher provide them feedback, give a comment and correct their writing and translation.

3.1.6. Allocation of Time

The academic year 2020-2021/ Second semester/ 9-5-2021 to 12-7-2021

3.1.7. Selection of Resources:

The target sample members are supplied with the "Student Book" which contains:

1. The instructional guidance of dealing with the concept of "Collaborative Writing" and applying its strategies to achieve the goals of the proposed program effectively.
2. Mechanics of writing guidance. See **Appendix (6)**.

3.1.8. Evaluation

a) Formative Evaluation

Formative assessment refers to the collaborative processes used by educators and students to better understand students' learning and conceptual organization, identify strengths, diagnose weaknesses, and identify areas for improvement, as well as serve as a source of information for teachers and students to use in instructional planning to help them have a better comprehension of concepts and improve their performance (Andrade and Gregory, 2010: 6-7).

Strategies of Formative Evaluation

As stated above, formative evaluation seeks to assess on-going project activities and provide information to monitor and improve the project. It is done at several points in the developmental life of a project and its activities. The strategies most adequate for formative evaluation that are used by the researcher include:

1. Homework exercises as review for exams and class discussions)
2. Question and answer sessions, both formal—planned and informal—spontaneous

3. Conferences between the instructor and student at various points in the semester
4. In-class activities where students informally present their results. See **Appendix (7)**.

b) Summative Evaluation

Summative assessment evaluates student learning, skill acquisition, and academic accomplishment at the completion of a specific educational session, such as a project, unit, course, semester, program, or school year (<https://www.edglossary.org/summative-assessment/>)

Strategies of Summative Evaluation

Summative evaluation collects information about outcomes and related processes, strategies, and activities that have led to them. The evaluation is an appraisal of effect or impacts on learners. The strategies most adequate for formative evaluation that are used by the researcher include (Designed by the researcher):

1. Final test (Post-test) of students' academic achievement.
2. Final test (Post-test) of creative writing skills. See **Appendices (8) to (11)**.

3.1.9. Feedback:

To evaluate effectiveness, this linear model concludes with an evaluation and feedback loop (Prester, 1997). Following the evaluation, instruction is modified to address the specific needs of instruction.

3.2. The Instructional Program Implementers

The researcher himself teaches the target sample.

3.3. The Instructional Program Language

Formal English Language

3.4. Activities Applied

The instructional program presents the following activities:

1. **Group- Brainstorming:** This is frequently a group activity in which all students in the class are invited to participate by sharing their collective knowledge on a subject. One approach to do this is for the

instructor to give a broad topic, and the students to submit their own ideas, which the teacher would then put on the board. Then, when it comes to preparing their initial drafts, all pupils can use and scribble down any or all of the material (Meyers, 2006: 12).

2. **Outlining:** It establishes a high-level direction for the document, which includes significant parts and subsections (Lowry, et al., 2004: 82).
3. **Drafting:** It entails connecting words together to form phrases and paragraphs that, when read together, make sense to a reader (Anson and Robert, 1998: 68).
4. **Reviewing** is the act of re-reading a text with the purpose of making large-scale adjustments to ensure that the text and the plan are in sync (Lowry, et al., 2004: 82).
5. **Editing:** It involves fine-tuning written works for the reader, such as changing phrases and words for clarity, exact meaning and effect, and accuracy. It entails spotting grammatical and sentence construction issues, as well as obvious omissions or repetitions. It checks for style, punctuation, word use, and tone consistency (Anson and Robert, 1998: 156).
6. **Revising** occurs when students are given the chance to reexamine their writings to restructure concepts, add, modify, or eliminate phrases, and adjust their word choices to ensure that their ideas are clearly expressed. In this point, feedback is quite important. It might come from the teacher or from peers: students can share drafts and offer feedback on each other's work (Zakime, 2018: 2).

3.5. Teaching Supplement

The teaching aids used in this instructional program varied to include: Laptops, Books and Booklets and pictures that stimulate real situations).

In this study, A mixed of approaches of research are used, i.e.,

1. Experimental approach
2. Descriptive analytical approach

These two approaches are used in order to achieve the aims of the study.

Experimental research is a kind of quantitative study in which researchers adjust stimuli, procedures, or environmental variables to see how the subject's condition or behavior is influenced or modified (Tavakoli, 2012: 206).

Descriptive approach aims at asking questions about the nature, incidence, or distribution of variables. It requires description but not manipulation of variables (Riazi, 1999: 68). It describes and interprets what is. It is concerned with relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing (Best and James, 2006: 118).

3.6. Population and Sample

3.6.1. Population:

Population is the target group under investigation. It is the entire set under consideration (Noori, 2021: 39). The current research population includes the Faculties of Basic Education for the middle Euphrates governorates. The research population was defined by the English language Departments in the Faculties of Basic Education/ Morning Studies for the academic year (2019/2020), with the total number of (627) male and female students distributed as shown in Table (3.2.).

Table (3.2.) Research Population

University	College	Department	Number of students
Mustansiria	Basic Education	English	92
Babylon			176
Maisan			193
Tikrit			74
Diyala			92
Total number of the students			627

3.6.2. Sample

Research sample refers to a part of a population selected (Mousavi, 1999: 335). It is any part of a population of individuals on whom information is obtained (Fraenkel and Norman, 2006: 107).

The researcher intentionally chose the College of Basic Education / University of Babylon to apply the research experiment and randomly chose two sections, one of which represents the experimental group with (44) male and female students, from which two students were excluded because they obtained the diploma certificate and the control group (46) male and female

students. One student was executed due to his failure in the stage for the previous academic year. Table (3.3.) shows the sample.

Table 3.3. Research Sample

Section	Group	Total number before exclusion	Excluded students	Total number after exclusion
A	Experimental	44	2	42
B	Control	46	1	45
Sum		90	3	87

3.7. Equivalence of the Groups

3.7.1. Students' Age:

To ensure that the students of the two research groups are equivalent in this variable, the researcher used the T-test for two independent samples. After analyzing the results, the researcher concluded that the average age of the experimental group was (272.35) and the average age of the control group was (265.16). See **Appendix (12)**. This indicates that the difference is of no statistical significance at the level (0.05) and the degree of freedom (85). As the calculated T value (1.85) was smaller than the tabulated value of (1.98), this indicates that the two research groups are equivalent in age. Table (3.4.) shows this.

Table 3.4. Students' age equivalence

Group	Size	Mean	SD	T-test		D. of freedom	Level of significance (0.05)
				Calculated	Tabulated		
Experimental	42	272.35	24.01	1.85	1.98	85	Not significant
Control	45	265.16	14.27				

3.7.2. Parents' Academic Achievement:

3.7.2.1. Fathers' Academic Achievement:

The researcher conducted a statistical equivalence in the academic achievement of the students of the two research groups' fathers. To find out the significance of the differences between the average academic achievement

of the students' of the two groups fathers, the researcher used the Chi-Square equation. The results are shown in Table (3.5.) below:

Table (3.5.) Frequencies of Fathers' Academic Achievement

Group	Level of Academic Achievement of Fathers								d. of freedom	Chi-value		Significance at 0.05
	Size	Illiterate	Read and write	Elementary	Intermediate	Preparatory	Diploma	College		Calculated	Tabulated	
EG	42	6	8	5	7	3	2	11	6	11.40	12.59	Not significant
CG	45	2	7	10	5	1	11	9				

It is noted from Table (3.5.) that there is no statistically significant difference at the significance level (0.05) and the degree of freedom (3), as the calculated (Chi-Square) value was (11.40) which is less than the tabulated value (Chi-Square) which is (12.59). This indicates that the two groups are statistically equivalent in this variable.

3.7.2.2. Mothers' Academic Achievement:

The researcher conducted a statistical equivalence in the academic achievement of the mothers. To find out the significance of the differences between the Means academic achievement of the mothers of the students of the two groups, the researcher used the chi-square equation (Chi-Square), and the results were as in Table (3.6.).

Table (3.6.) Frequencies of Mothers' Academic Achievement

Group	Level of Academic Achievement of Fathers								d. of freedom	Chi-value		Significance at 0.05
	Size	Illiterate	Read and write	Elementary	Intermediate	Preparatory	Diploma	College		Calculated	Tabulated	
EG	42	8	7	7	8	4	4	4	3	2.76	12.59	Not significant
CG	45	6	7	11	9	3	2	7				

We can see from Table (3.6.) that there is no statistically significant difference at the level of significance (0.05) and the degree of freedom (3), as the calculated (Chi-Square) value was (2.76) which is less than the tabulated value (Chi-Square) which is (12.59), this indicates that the two groups are statistically equivalent in this variable.

3.7.3. Intelligence Test

For the purpose of achieving equivalence among the students of the two research groups in the variable of intelligence, the (Carter) test prepared for university students was applied see **Appendix (13, a-c)**. The test was applied to the research sample. By applying the T-test for the two independent samples to know the significance of the statistical differences, the calculated T-value was (1.02) which is smaller than the tabulated value (1, 98) as shown in Table (3.7.)

Table (3.7.) Intelligence Test Equivalence

Group	Size	Mean	SD	T-test		d. of freedom	Significance at 0.05
				Calculated	Tabulated		
EG	42	38.88	7.32	1.02	1.98	85	Not significant
CG	45	37.33	6.79				

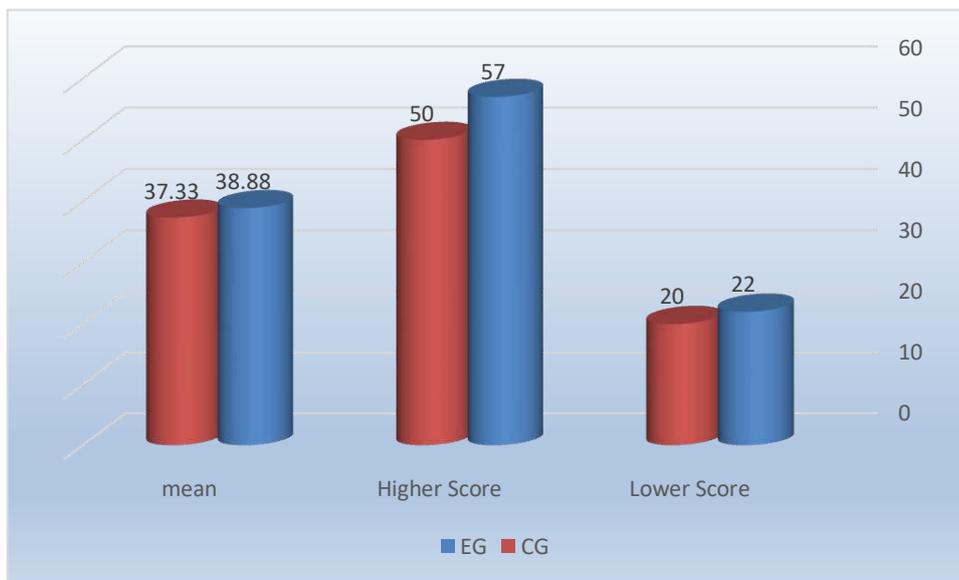


Figure (3.2) Intelligence Test Equivalence

3.8. Academic Achievement Pre-test

The researcher applied the academic achievement pre-test for the purpose of equalizing the experimental and control groups. After correcting the answers and using the t-test for two independent samples to determine the significance of the statistical differences, the calculated t-test value was (1.89) which is smaller than the tabulated t-value (1.98) with a degree of freedom

(85). This indicates that the experimental and control groups are statistically equivalent in reference to the achievement test, and table (3.8.) illustrates this.

Table (3.8.) Results of the t-test of the academic achievement pre-test

Group	Size	Mean	SD	T-test		d. of freedom	Significance at 0.05
				Calculated	Tabulated		
EG	42	31.88	5.01	1.89	1.98	85	Not significant
CG	45	33.68	3.86				

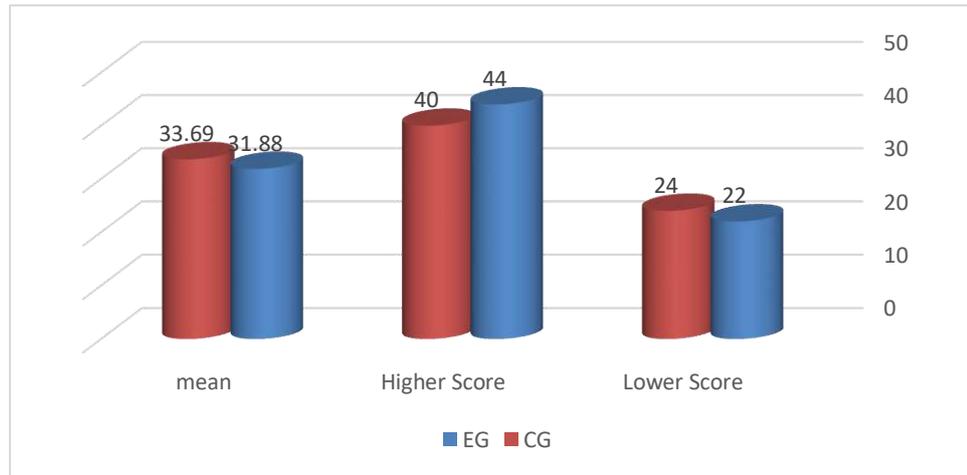


Figure (3.3) Results of the t-test of the academic achievement pre-test

3.9. Creative Writing Skills Pre-test

The researcher applied the creative writing skills pre-test for the purpose of equalizing the experimental and control groups. After correcting the answers and using the t-test for two independent samples to determine the significance of the statistical differences, the calculated t-test value was (1.24) which is smaller than the tabulated t-value (1.98) with a degree of freedom (85). This indicates that the experimental and control groups are statistically equivalent in reference to the Creative Writing Skills Pre-test. Table (3.9) illustrates this:

Table (3.9.) Results of the t-test of the Creative Writing Skills pre-test

Group	Size	Mean	SD	T-test		d. of freedom	Significance at 0.05
				Calculated	Tabulated		
EG	42	48.92	15.48	1.24	1.98	85	Not significant
CG	45	45.11	13.20				

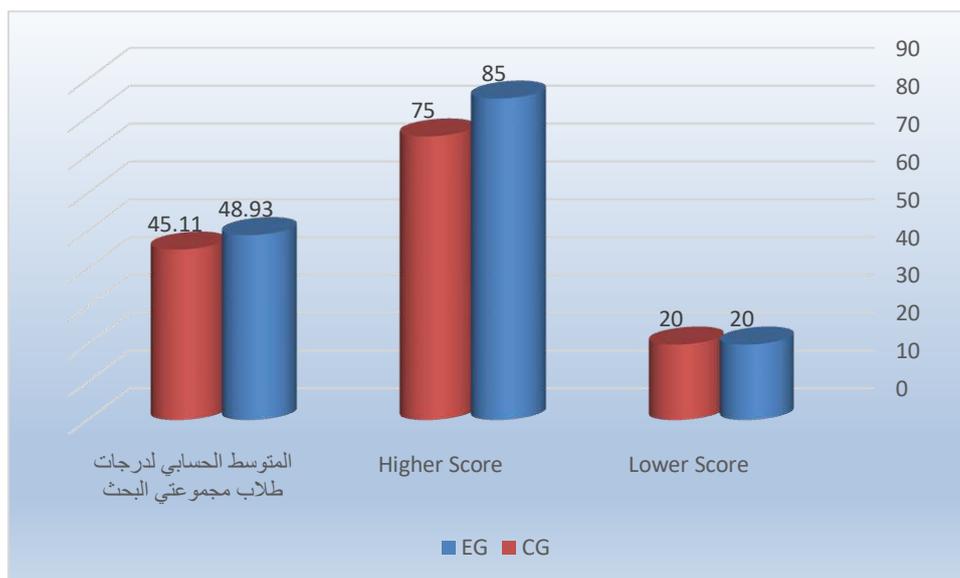


Figure (3.4) Results of the t-test of the Creative Writing Skills pre-test

3.10. Controlling Extraneous Variables

The researcher attempts to manipulate the influence of these variables. Extraneous variables are independent variables that have not been controlled. Therefore, the investigator's task is to eliminate their effect (Tavakoli, 2012: 217).

The variables that could influence the experiment are as follows

History

History refers to specific incidents or circumstances, other than experimental treatment, that may occur between the beginning of the experiment and the post-test measurement that may make changes in the dependent variable (Tavakoli 2012: 258). With regard to history, nothing unusual has happened during the period of the experiment.

Experimental Morality

The experiment has not faced the effect of such a factor during the period of the experiment except for non-attendance of some of the sample subjects which is considered a natural state that occurs in both groups.

Maturity

Maturity is the physical or mental changes that may occur in individuals over time such as aging, learning, psychological and biological factors, which may also affect the post-test scores(Tavakoli ,2012: 344). This variable is relatively eliminated because the period of the experiment (two months) is not long enough that student's responses in the post-test might be attributed to changes that might appear with the passage of time.

Selection Bias

The sample selection procedures are considered as one of the most important variables that can affect experimental research. This variable has been controlled by the random selection of the sample taken from the population, and then by random selection of the groups. The researcher has statistically equated the groups according to the age variable including the pre- test scores, and the parents' education level.

Instrumentation

Instrumentation may be a threat to the internal validity of a study when there are differences in the standardization of the instrument(s) used in measurement(Tavakoli ,2012: 278). This variable is controlled by employing a unified test and adopting the same scoring scheme for the experimental and control groups.

Hawthorne Effect

Learners may not be aware of being specially treated during the experiment because their knowledge of experiment has an effect on their performance (Christensen, 1980: 324).The researcher does not tell the learners in both groups that they are participated in an experiment.

3.11. Teaching Supplement

Teaching aids are an integral component in any classroom. The many benefits of teaching aids include helping learners improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way.

For example, an object (such as a book, picture, or map) or device (such as a DVD or computer) used by a teacher to enhance or enliven classroom instruction.

The teaching aids used in this instructional program varied to include:

1. Lap-tops.
2. PDFs
3. PowerPoint slides. See **Appendix (14)**.

3.12. Lectures Timetable

The researcher adopted the weekly timetable applied in the department of English at the College of Basic Education at a rate of two hours per week for each of the groups. Table (3.10.) shows this.

Table (3.10.) Timetable of the Lectures

Group	Day	Lecture		Hours
		From-	To	
EG	Sunday	9:00	11:00	2
CG	Monday	9:00	11:00	2

3.13. Research Tools

One of the requirements of the current research is the preparation of the achievement capabilities test. The preparation was as follows:

3.13.1. Academic Achievement test

An achievement test is a tool used to assess what a person has learnt over a certain period of time while following a prescribed curriculum or course of study (Davies, 2007: 160).

It is required to prepare the achievement capabilities test to measure the cognitive aspect according to the levels of (Bloom). Achievement tests are designed to evaluate the proficiency of the students' knowledge, understanding and skill in a specific field of study or program. Its purpose is to measure the examinees acquired knowledge or developed skill which they have learned in a particular subject or group of subjects. Achievement tests are of high importance among teachers, professional associations and employers (Hassan, 2019: 1).

1. Determining the objective of the test:

The objective of the test was to assess the achievement capabilities of students of basic education faculties in the subject of translation, before and after the application of the experiment.

2. Formulation of behavioral goals:

(89) behavioral goals have been formulated, distributed according to Bloom's revised taxonomy: (knowledge, understanding, application, analysis, evaluation and creativity). See **Appendix (15, a-b)**

3. Determining the number and type of test items: the test was formulated to consist of (25) items distributed as follows:

- (15) items of the subjective type questions and
- (10) items of the type of multiple-choice questions.

4. The Table of Specifications (TOS) is a tool for ensuring that a test or assessment evaluates the material and thinking skills that it's supposed to. As a result, when employed correctly, it can provide indication of response content and construct (i.e., response process) validity. A TOS can be used for large-scale test production, teacher classroom assessments, and the development of psychometric scales. It's a fundamental tool for creating tests and assessments for research and teaching (Fives and Nicole, 2018: 2).

Subjects	Educational objectives						Importance of the subjects	Number of questions
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
	22	12	12	12	10	21		
Principles of translation.	0.625	0.325	0.325	0.325	0.3	0.6	10	2.5
Mark(s)	1.25	0.65	0.65	0.65	0.6	1.2		5
Literal and non – Literal translation (similarities and differences).	1.25	0.65	0.65	0.65	0.6	1.2	20	5
Mark(s)	2.5	1.3	1.3	1.3	1.2	2.4		10
Translation of Words , phrases, Sentences.	1.25	0.65	0.65	0.65	0.6	1.2	20	5
Mark(s)	2.5	1.3	1.3	1.3	1.2	2.4		10
Translation of Cultural Differences: Translation of idioms, proverbs, and jokes.	1.875	0.975	0.975	0.975	0.9	1.8	30	7.5
Mark(s)	3.75	1.95	1.95	1.95	1.8	3.6		15
Translation of Paragraphs.	0.625	0.325	0.325	0.325	0.3	0.6	10	2.5
Mark(s)	1.25	0.65	0.65	0.65	0.6	1.2		5
Difficulties and Problems faced by students in translation.	0.625	0.325	0.325	0.325	0.3	0.6	10	2.5
Mark(s)	1.25	0.65	0.65	0.65	0.6	1.2		5
Importance of the objectives	25%	13%	13%	13%	12%	24%	100%	
Number of questions	6.25	3.25	3.25	3.25	3	6		25
Revised number of questions	6	3	4	3	3	6		25
Marks	12.5	6.5	6.5	6.5	6	12		50
Revised marks	12	6	8	6	6	12		50

3.14. Tests Scoring

After the formulation of the test items, the correction criterion was adopted to give two marks for the correct answer and zero for the wrong answer. See **Appendix (16)**.

3.15. Validity

It refers to how well a test measures what it is supposed to measure (Coombe et al., 2010: xxi.).

A valid test, according to Brown and Abeywickrama (2010: 30), measures exactly what it claims to measure. It doesn't monitor variables that aren't relevant. It is based on empirical evidence to the greatest extent possible. It entails a performance that represents a sampling of the test's criterion. It provides helpful, relevant information about the test-taker's abilities and is backed up by a theoretical rationale or argument.

The assessment determines the appropriateness of assumptions, uses, and consequences. This suggests that, based on the assessment results, a high-quality assessment procedure (i.e., the gathering, interpreting, and using of the information elicited) is sound, trustworthy, or valid (Cheng and Janna, 2017: 230).

3.15.1. Face Validity

It's a measure of validity that shows how well a measuring technique looks to measure what it's designed to measure. Face validity refers to the researcher's or participants' belief that the indicator accurately measures the construct (Tavakoli, 2012: 219).

The two tests, namely, Academic Achievement Test and Creative Writing Skills Test were presented to a number of experts and specialists in curricula and methods of teaching English, educational psychology, measurement and evaluation, see **Appendix (17)**, to find out their opinions about the validity of the tests items. Depending on their modifications, comments and suggestions, the tests were designed.

Table (3.12.) Face Validity of the Academic Achievement Pre-test

N	Item(s) type	n.of judges			D.of Freedom	Percentage	Chi-Square Value		Statistical Significance
			Total	Agree			Disagree	Calculated	
1	Subjective	20	20	0	1	100%	20	3.84	S.Significant
2	MCQs	20	19	1	1	95%	16.20	3.84	S.Significant

Table (3.13.) Face Validity of the Creative Writing Skills Pre-test

N	n.of judgers			D.of Freedom	Percentage	Chi-Square Value		Statistical Significance
	Total	Agree	Disagree			Calculated	Tabulated	
1	20	19	1	1	95%	16.20	3.84	S.Significant
2	20	19	1	1	95%	16.20	3.84	S.Significant
	20	19	1	1	95%	16.20	3.84	S.Significant
	20	20	0	1	100%	20	3.84	S.Significant
	20	19	1	1	95%	16.20	3.84	S.Significant

3.16. Piloting the Tests

The objective of applying the pilot test is to determine the extent of the clarity of the test and the statistical analysis of the test items in terms of (the level of difficulty of the item, the discrimination power of the items).

The tests were conducted on a random sample of (40) male and female students/ Third stage / College of Basic Education / University of Maisan

After applying the tests, it became obvious that they were clear. The time of the Academic Achievement Test was determined, the average time taken by the members of the pilot sample equaled (52) minutes whereas the time of the Creative Writing Skills Test was determined with the average of (88) minutes.

After completing the pilot application of the test, the results were analyzed in order to identify the coefficients of items difficulty and discrimination respectively.

3.17. Items Difficulty

The degree of difficulty or demand posed by a test item. The test's purpose and nature will determine the desired (and intended) level of difficulty. The item difficulty is calculated using the group's overall test scores. It is a useful metric for determining the quality of an item (Cheng and Janna, 2017: 227).

It is clear that the coefficients of difficulty of the Academic Achievement Test items ranged between (0.26-0.79) with an average of (0.56), see **Appendix (19)**. Therefore, all items are acceptable, as they were within the reasonable limit, as (Bloom) considers that items are

valid for application if they are within the reasonable limit if the difficulty coefficient ranges between (0.84-0.20)

As for the Creative Writing Skills test, the coefficients of difficulty ranged between (0.27-0.63) with an average of (0.47). See **Appendix (19)**. Therefore, all items are acceptable, as they were within the reasonable limit, as (Bloom) considers that items are valid for application if they are within the reasonable limit if the difficulty coefficient ranges between (0.84-0.20)

3.18. Items Discrimination

It is a consideration of how well a test separates those who know or can do from those who do not (i.e., high performers from low) (Cheng and Janna, 2017: 227).

The discrimination coefficients of the Academic Achievement test ranged between (0.31-0.77) with an average of (0.60), see **Appendix (20)**. Therefore, all items are acceptable, as it is indicated that the item is good and desirable if the degree of discrimination exceeds (0.20).

On the other hand, it is shown that the discrimination coefficients of the Creative Writing Skills test ranged between (0.26-0.75) with an average of (0.58). See **Appendix (20)**. Therefore, all items are acceptable, as it is indicated that the item is good and desirable if the degree of discrimination exceeds (0.20).

3.19. The Effectiveness of the Incorrect Alternatives

When calculating the effectiveness of the incorrect alternatives for the objective items of the Academic Achievement test, the researcher found that it is ranged within (0.11 - 0.26). This means that the incorrect alternatives have attracted more students from the lower group than the students of the upper group, and thus it was decided to keep the incorrect alternatives as they are. See **Appendix (21)**.

3.20. Reliability

Reliability: The consistency, stability and dependability of the assessment results are related to reliability. This quality criteria guards against the various errors of our assessments. For example, reliability is

the indicator of the degree of the potential errors we make in marking students' written work (Cheng and Janna, 2017: 228).

There are more than one method for calculating the reliability of the test. The researcher used the re-correction method, which is explained below:

3.20.1. Scoring Reliability

In order to ensure the reliability of the tests correction, the researcher used the Pearson correlation coefficient as a statistical method for calculating the reliability of the correction. He followed two types of correction agreement methods:

1. Reliability Over Time:

Two weeks after the first correction, the researcher re-corrected the answer-sheets without placing a sign or mark indicating the correction. See **Appendices (22) and (23)**.

2. Reliability with Another Rater:

To extract the reliability of the tests correction with another rater, the same answer-sheets were corrected by another rater who has experience in correcting tests. The correlation coefficient reached (0.86) and (0.94) for the Academic Achievement test and Creative Writing Skills test respectively. See **Appendices (22) and (23)**.

3.21. Statistical Tools

1. T-test for two independent Samples

$$t_{n_1+n_2-2} = \frac{X'_1 - X'_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{(n_1+n_2-2)} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

2. Pearson's Correlation Coefficient

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

3. The Difficulty Index of objective type Items

$$p = \frac{n_u + n_L}{2n}$$

4. The Difficulty Index of the Extended Items

$$p = \frac{T_u + T_L}{2(n)(S)}$$

5. The Discrimination Equation of selection type Items

$$D = \frac{P_u - P_L}{\frac{1}{2}N}$$

6. The Discrimination Equation of Extended Items

$$D = \frac{T_u - T_L}{(n)(S)}$$

7. Effectiveness of incorrect alternatives

$$D_A = \frac{P_u - P_L}{\frac{1}{2}N}$$

8. Chi-square

$$\chi^2 = \sum \frac{(oi - ei)^2}{ei}$$

9. Alpha Cronbach Equation:

Cronbach's alpha is a measure of the average strength of association between all possible pairs of items within a group. It is a widely used measure of a test's internal consistency that goes from 0 to 1, with 0 indicating no internal consistency and 1 representing maximum internal consistency (Zedeck, et al., 2014: 71).

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum_{i=1}^k s_i^2}{s^2} \right)$$

10. Cohen's Equation:

Cohen's d is a standardized difference between two means-based measure of effect size: It shows the amount of standard deviation units that separate two data sets' means. The measure is used to indicate effect sizes in meta-analysis and to calculate power, with values of 0.20, 0.50, and 0.80 reflecting small, medium, and large effect sizes, respectively (ibid., 50).

$$d := \frac{\bar{x}_1 - \bar{x}_2}{s_p}$$

Chapter Four

Results

(Presentation and Discussion)

Chapter Four

Results

(Presentation and Discussion)

4.0. Introductory Note:

After completing the research experiment according to the steps and procedures referred to in **Chapter Three**, in this chapter, the researcher will present the findings of the research according to its objectives and hypotheses as well as present the results which came up from the data analysis. The researcher will discuss the results in light of the specific objectives and hypotheses.

4.1. Presentation of Results

4.1.1. Results related to the first null hypothesis:

To verify the results of the first null hypothesis, which states that *(There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who studied the translation subject by the collaborative writing method and the scores of the control group students who studied the same subject by the traditional way in the post-achievement test)*. The researcher applied the post-achievement test to the students of the experimental and control groups, and after correcting and analyzing the answers statistically, the arithmetic mean and standard deviation of the students of the two research groups were extracted.

By using the t-test for two independent samples, it became clear that there was a statistically significant difference in favor of the experimental group at the level (0.05). It appeared that the average scores of the experimental group students were (39.62) and a standard deviation of (3.45), while the average scores of the control group students were (34.49) and a standard deviation of (4.42) and the calculated t-value (5.99) which was greater than the tabulated t-value (1.98), with a degree of freedom (85). Table (4.1.) and figure (4.1.) illustrate this:

Table (4.1.)

Results of the t-test for two independent samples of the two research groups in the achievement test

Groups	Sample	Mean	SD	D. of Freedom	t-value		Significance
					Calculated	Tabulated	
Experimental	42	39.62	3.45	85	5.99	1.98	Statistically significant
Control	45	34.49	4.42				

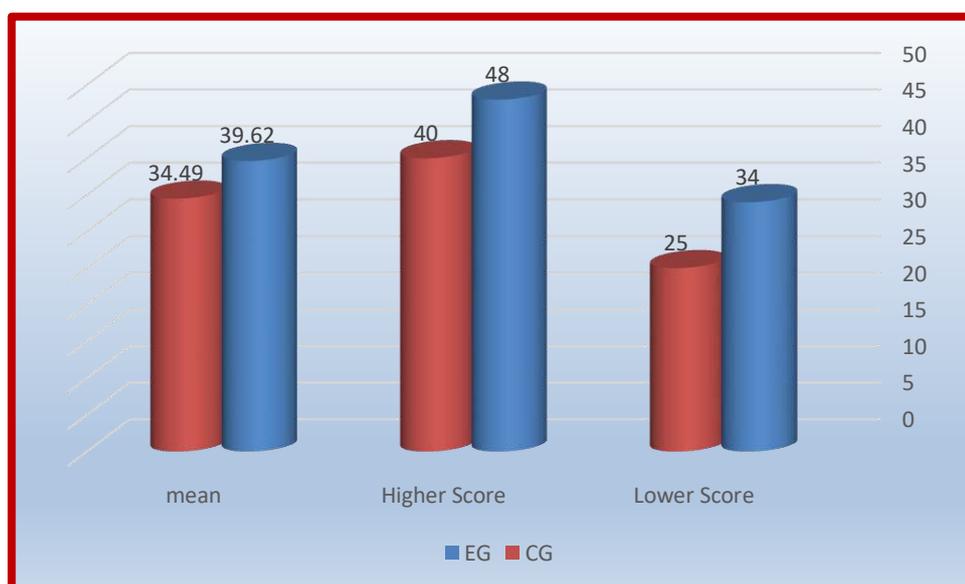


Figure (4.1.)Results of the scores of the students of the two research groups (experimental and control) in the achievement test

It is noted, from the previous table and Figure, that there is a statistically significant difference between the mean scores of the students of the two research groups in the post- achievement test in favor of the experimental group.

This result indicates the superiority of the students of the experimental group who studied according to the collaborative writing method over the students of the control group who studied according to the traditional method in the post- achievement test. Therefore, the first null hypothesis is rejected and the alternative hypothesis is accepted.

Indication of the effect size (the extent of effectiveness) of the independent variable on the dependent variable (Academic Achievement):

The researcher used the (ETA) equation to extract the effect size (η^2) of the independent variable on the dependent variable. The effect size was (η^2) (0.3), which is an appropriate value to explain the effect size and by a (**Big**) amount for the teaching variable by the collaborative writing in the achievement test in favor of the experimental group. As shown in the table (4.2.), the researcher relied on Cohen sequencing set by Cohen (Cohen, 1988). Table (4.3.) clarifies:

Table (4.2.)

Effect size of Collaborative writing on Academic Achievement

Independent Variable	Dependent Variable	Effect Size Value η^2	Effect Size Quantity
Collaborative Writing	Academic Achievement	0.3	Big

Table (4.3.)

Effect size values according to Cohen's classification

Effect size values	Significance
(0,06 -0,01)	Small
(0,13 -0,06)	Medium
(0,14) and more	Big

4.1.2. Results related to the second null hypothesis:

To verify the results of the second null hypothesis, which states that *(There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who studied the translation subject by the collaborative writing method and the scores of the control group students who studied the same subject by the traditional way in the pre- and post-achievement tests)*, the researcher applied the pre- and post-achievement

tests to the students of the experimental group, and after correcting and analyzing the answers statistically, the arithmetic mean and standard deviation of the students of the research group were extracted.

By using the t-test for two correlated samples, it became clear that there was a statistically significant difference in favor of the experimental group at the level (0.05). It appeared that the average scores of the experimental group students in the achievement pre-test (31.88) and a standard deviation (5.01), while the average scores of the experimental group students in the achievement posttest were (39.62) and a standard deviation (3.45). The calculated T value (15.48) was greater than the tabulated t. value which is (2.02) with a degree of freedom (41). This indicates the superiority of the experimental group after conducting the experiment and introducing the independent variable (**Collaborative Writing**). Therefore, the second null hypothesis is rejected and the alternative hypothesis is accepted. Table (4.4.) and Figure (4.2.) show that:

Table (4.4.)

The mean and the t-value (calculated and tabulated) for the scores of the (experimental) group students in the pre and post achievement test

Group	Sample	Test	Mean	SD	D. of Freedom	t-value		Significance
						Calculated	Tabulated	
Experimental	42	Pre-test	31.88	5.01	41	15.48	2.02	Statistically significant
		Posttest	39.62	3.45				

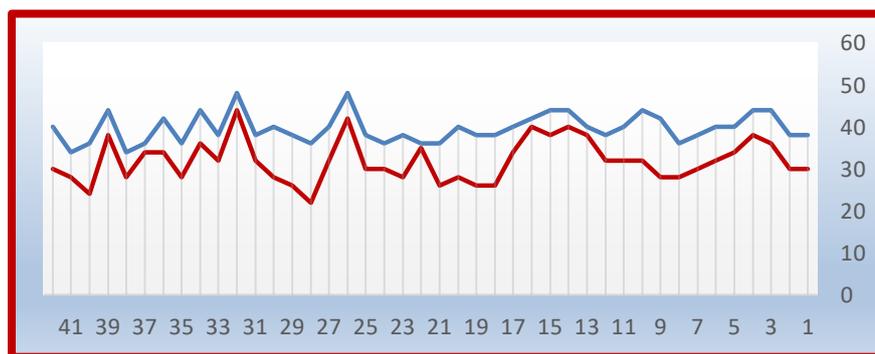


Figure (4.2.) Results of the t-test of the experimental group in the pre- and post- tests of achievement

It is noted, from the previous table and Figure, that there is a statistically significant difference between the mean scores of the students of the experimental research group in the (pre- and post-achievement) tests in favor of the post-achievement test. Therefore, the second null hypothesis is rejected and the alternative hypothesis is accepted.

Indication of the effect size (the extent of effectiveness) of the independent variable on the dependent variable (Achievement)/ Pre- and Post- tests of the experimental group

The researcher used Cohen's equation to extract the effect size (d) for the independent variable on the dependent variable (**Achievement**). The effect size (d) reached (2.39), a value that explains the effect size of (**Big**) for the teaching variable (**Collaborative Writing**) method in developing students' achievement. Table (4.5.)clarifies. The researcher relied on the hierarchy set by Cohen (Cohen, 1988). Table (4.6.) explains:

Table (4.5.)

Effect size of the independent variable (Collaborative writing) on the dependent variable (Academic Achievement)

Independent Variable	Independent Variable	Effect size value	Effect size quantity
Collaborative Writing	Academic Achievement	2.39	Big

Table (4.6.)

Effect size values according to Cohen's classification

Effect size values	Significance
(0,4 -0,2)	Small
(0,7 -0,4)	Medium
(0,8) and more	Big

4.1.3. Results related to the third null hypothesis:

To verify the results of the third null hypothesis, which states that *(There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who studied the translation subject by the collaborative writing method and the scores of the control group students who studied the same subject by the traditional way in the creative writing skills posttest)*. The researcher applied the **(Creative Writing Skills Posttest)** on the students of the two research groups (experimental and control). After correcting and analyzing the answers statistically, the arithmetic mean and standard deviation of the students of the two research groups were extracted.

By using the t-test for two independent samples, it became clear that there was a statistically significant difference in favor of the experimental group at the level (0.05), and it became obvious that the mean scores of the experimental group students were (67.93) with a standard deviation of (11.53), while the average scores of the control group students were (46.78).) with a standard deviation of (9.16). The calculated t-value (8.62) was greater than the tabulated t-value (1.98), with a degree of freedom (85). Table (4.6.) and Figure (4.3.) illustrate this.

Table (4.6.)

Results of the t-test for two independent samples of the two research groups in the post test of creative writing skills.

Groups	Sample	Mean	SD	D. of Freedom	t-value		Significance
					Calculated	Tabulated	
Experimental	42	67.93	11.53	85	8.62	1.98	Statistically significant
Control	45	46.78	9.16				

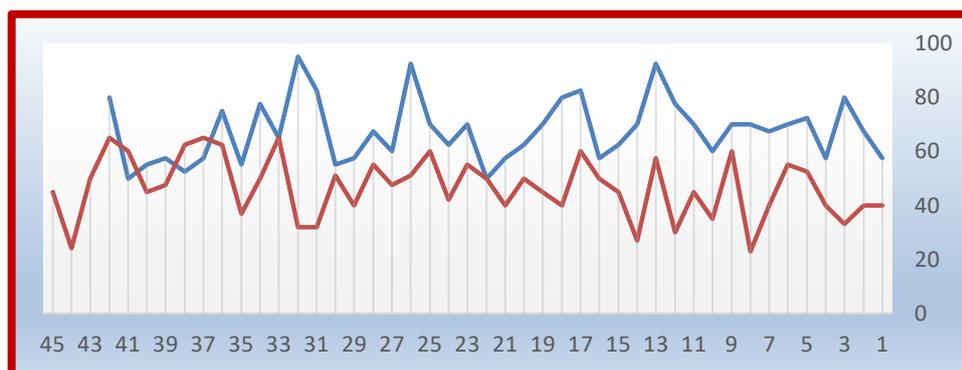


Figure (4.3.) Results of the scores of students of the two research groups (experimental and control) in the post test of creative writing skills

It is noticeable, from the previous table and Figure, that there is a statistically significant difference between the mean scores of the students of the two research groups in the (**Creative Writing Skills Posttest**) in favor of the experimental group.

This result indicates the superiority of the experimental group students who studied according to the collaborative writing method over the students of the control group who studied according to the traditional method in the creative writing skills posttest, Therefore, the third null hypothesis is rejected and the alternative hypothesis is accepted.

Indication of the effect size (the extent of effectiveness) of the independent variable on the dependent variable (creative writing skills)

The researcher used the (ETA) equation to extract the effect size (η^2) of the independent variable on the dependent variable. The effect size was (η^2) (0.47), which is an appropriate value to explain the effect size and by a (**Big**) amount for the teaching variable by the collaborative writing method on the creative writing variable in favor of the experimental group. As shown in the table (4.7.), The researcher relied on the hierarchy established by Cohen (Cohen, 1988). Table (4.8.) shows that:

Table (4.7.)

Effect size of the independent variable (Collaborative writing) on the dependent variable (Creative writing skills)

Independent Variable	Independent Variable	Effect size value	Effect size quantity
Collaborative writing	Creative writing skills	0.47	Big

Table (4.8.)

Effect size values according to Cohen's classification

Effect size values	Significance
(0,06 -0,01)	Small
(0,13 -0,06)	Medium
(0,14) and more	Big

4.1.4. Results related to the fourth null hypothesis:

To verify the results of the fourth null hypothesis, which states that *(There is no statistically significant difference at the level of significance (0.05) between the mean scores of the experimental group students who studied translation subject by the collaborative writing method in the creative writing skills tests (pre and post)* the researcher applied the creative writing skills tests (pre and post) to determine the development of those skills in the students of the experimental research group

After correcting and analyzing the answers statistically, the arithmetic mean and standard deviation of the students of the research group were extracted.

By using the t-test for two correlated samples, it was clear that there is a statistically significant difference in favor of the experimental group for the post-test at the level (0.05), so it appeared that the average score of the students of the experimental group in the pre-test of creative writing skills was (48.93) with a standard deviation of (15.48), while the average score of the experimental group students in the posttest was (67.93) with a standard deviation of (11.53). The calculated t-value is

(12.65) which is greater than the tabulated t-value which is (2.02) at a degree of freedom (41)

, This indicates the high level of development of creative writing skills among the students of the experimental group in favor of the posttest after conducting the experiment and conducting the independent variable (**Collaborative Writing**). Therefore, the fourth null hypothesis is rejected and the alternative hypothesis is accepted. Table (4.9.) and Figure (4.4.) illustrate this:

Table (4.9.)

Mean and t-value (calculated and tabulated) for the scores of the (experimental) group students in the pre- and post- tests of creative writing skills

Group	Sample	Test	Mean	SD	D. of Freedom	t-value		Significance
						Calculated	Tabulated	
Experimental	42	Pre-test	48.93	15.48	41	12.65	2.02	Statistically significant
		Posttest	67.93	11.53				

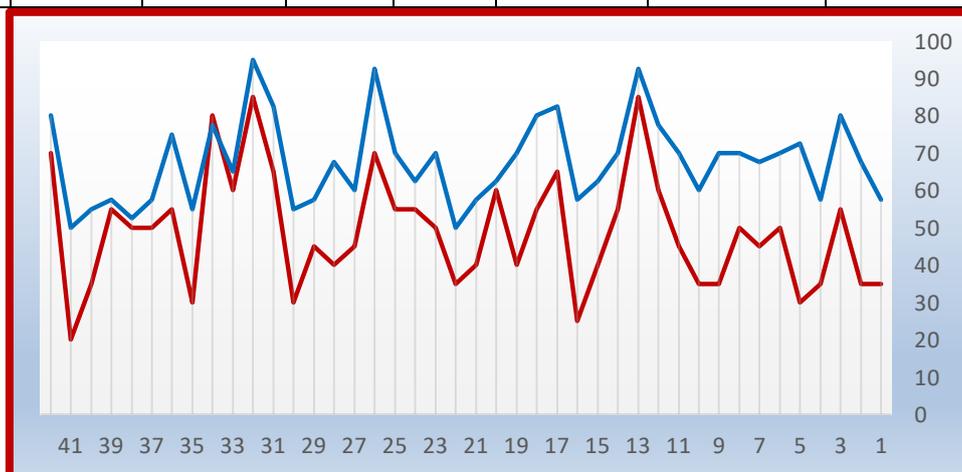


Figure (4.4.) Results of the Mean and t-value (calculated and tabulated) for the scores of the (experimental) group students in the pre- and post- tests of creative writing skills

It is noted, from the previous table and Figure, that there is a statistically significant difference between the mean scores of the students of the experimental research group in the (pre- and post-) creative writing skills tests in favor of the creative writing posttest. Therefore, the fourth null hypothesis is rejected and the alternative hypothesis is accepted.

Indication of the effect size (the extent of effectiveness) of the independent variable in the dependent variable (pre- and post-creative writing skills tests) for the students of the experimental group.

The researcher used Cohen's equation to extract the effect size (d) for the independent variable on the dependent variable, the amount of the effect size (d) reached (1.95), which is the value of interpreting the effect size by an amount (**Big**) for the teaching variable by collaborative writing in developing creative writing skills. Table (4.10.) explains this. The researcher relied on the hierarchy established by Cohen (Cohen, 1988). Table (4.11.) shows that:

Table (4.10.)

Effect size of the independent variable (Collaborative writing) on the dependent variable (Creative writing skills)

Independent Variable	Independent Variable	Effect size value	Effect size quantity
Collaborative writing	Creative writing skills	1.95	Big

Table (4.11.)

Effect size values according to Cohen's classification

Effect size values	Significance
(0,4 -0,2)	Small
(0,7 -0,4)	Medium
(0,8) and more	Big

4.1.5. Results related to the fifth null hypothesis:

To verify the results of the sixth null hypothesis, which states that *(There is no statistically significant difference at the significance level (0.05) between the average scores of students who study translation subject by the traditional way in the creative writing skills pre- and post- tests)*, the researcher applied the creative writing skills pre and post- tests to judge the value of development in creative writing skills on the students of the control group. After correcting and analyzing the

answers statistically, the arithmetic mean and standard deviation of the students of the research group were extracted.

By using the t-test for two correlated samples, it became clear that there was no statistically significant difference in favor of the control group at the level (0.05), so it appeared that the average scores of the control group students in the creative writing skills pre-test were (45,11) with a standard deviation of (11, 34) While the mean scores of the students of the control group in the creative writing skills posttest were (46.78) with standard deviation of (13.20). The calculated t-value (1.44) was smaller than the tabulated t-value (2.01) with a degree of freedom (44).

This means that there is no statistically significant difference between the averages of the two tests on the control group. This indicates that this result does not indicate that there is a growth in the creative writing skills of the students of the control group who studied according to the traditional way, Therefore, the fifth null hypothesis is accepted and the alternative hypothesis is rejected. Table (4.12.) and Figure (4.5.) illustrate this:

Table (4.12.)

Mean, standard deviation and t-value (calculated and tabulated) for the scores of the (control) group students in the pre- and post- tests of creative writing skills

Group	Sample	Test	Mean	SD	D. of Freedom	t-value		Significance
						Calculated	Tabulated	
Control	45	Pre-test	45.11	11.34	44	1.44	2.01	Statistically not significant
		Posttest	46.78	13.20				

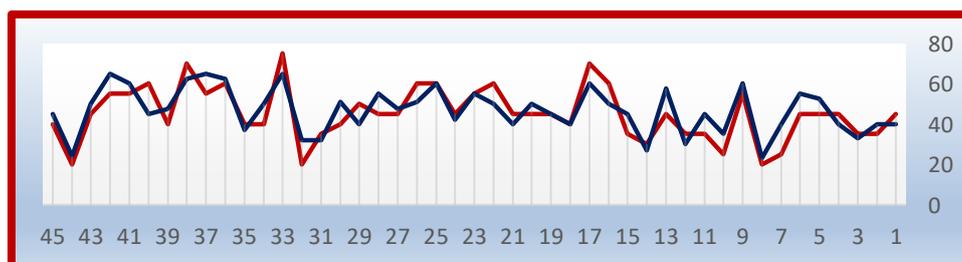


Figure (4.5.) Results of the t-test for the control group in pre- and post-creative writing skills tests

It is noted, from the previous table and Figure, that there is no statistically significant difference between the mean scores of the students of the control group in the (pre- and post-) creative writing skills. Thus, the fifth null hypothesis is accepted and the alternative hypothesis is rejected.

Indicating the effect size (the extent of effectiveness) of the independent variable on the dependent variable (creative writing skills pre- and post- tests) for the control group.

The amount of the effect size (d) (0,21), which explains the effect size and the amount of (**small**) for the variable of teaching by the traditional way in reference to creative writing skills. Table (4.13.) explains this. The researcher relied on the hierarchy established by Cohen (Cohen, 1988). Table (4.14.) shows that:

Table (4.13.)

**Effect size of the independent variable on the dependent variable
(Creative writing skills)**

Independent Variable	Independent Variable	Effect size value	Effect size quantity
Traditional way	Creative writing skills	0.21	Small

Table (4.14.)

Effect size values according to Cohen's classification

Effect size values	Significance
(0,4 -0,2)	Small
(0,7 -0,4)	Medium
(0,8) and more	Big

Value- Added

Value-added is a statistical method for computing the gains or progress students make in a pretest-to-posttest scenario (e.g., from one testing cycle to the next) (Costello et al., 2008: 195).

Value- Added Model is a statistical tool meant to measure the observable relationships between a teacher's instruction and how that instruction contributes to student learning and achievement over time (Beardsley and Jessica, 2017: 2).

Based on the data after applying the pre and posttests, grades were analyzed according to this model. Table (4.15.) illustrates this:

Table (4.15.)

Added values

Experimental Group						Control Group						
Achievement test			Creative writing test			Achievement test			Creative writing test			N
pre	post	gain	pre	post	Gain	pre	post	gain	pre	post	gain	
30	38	8	35	58	23	26	28	2	45	40	-5	1
30	38	8	35	68	33	32	30	-2	35	40	5	2
36	44	8	55	80	25	34	38	4	35	33	-2	3
38	44	6	35	58	23	34	30	-4	45	40	-5	4
34	40	6	30	73	43	38	40	2	45	53	8	5
32	40	8	50	70	20	32	36	4	45	55	10	6
30	38	8	45	68	23	34	36	2	25	40	15	7
28	36	8	50	70	20	30	29	-1	20	23	3	8
28	42	14	35	70	35	38	37	-1	55	60	5	9
32	44	12	35	60	25	34	38	4	25	35	10	10
32	40	8	45	70	25	34	38	4	35	45	10	11
32	38	6	60	78	18	28	27	-1	35	30	-5	12
38	40	2	85	93	8	36	40	4	45	58	13	13
40	44	4	55	70	15	34	40	6	30	27	-3	14
38	44	6	40	63	23	34	36	2	35	45	10	15
40	42	2	25	58	33	34	34	0	60	50	-10	16
34	40	6	65	83	18	38	40	2	70	60	-10	17
26	38	12	55	80	25	38	36	-2	40	40	0	18
26	38	12	40	70	30	40	38	-2	45	45	0	19
28	40	12	60	63	3	32	34	2	45	50	5	20

26	36	10	40	58	18	38	38	0	45	40	-5	21	
35	36	1	35	50	15	28	26	-2	60	50	-10	22	
28	38	10	50	70	20	28	30	2	55	55	0	23	
30	36	6	55	63	8	34	30	-4	45	42	-3	24	
30	38	8	55	70	15	34	36	2	60	60	0	25	
42	48	6	70	93	23	24	28	4	60	51	-9	26	
32	40	8	45	60	15	32	31	-1	45	48	3	27	
22	36	14	40	68	28	34	36	2	45	55	10	28	
26	38	12	45	58	13	30	32	2	50	40	-10	29	
28	40	12	30	55	25	38	39	1	40	51	11	30	
32	38	6	65	83	18	30	32	2	35	32	-3	31	
44	48	4	85	95	10	34	33	-1	20	32	12	32	
32	38	6	60	65	5	28	25	-3	75	65	-10	33	
36	44	8	80	78	-2	38	40	2	40	50	10	34	
28	36	8	30	55	25	28	30	2	40	37	-3	35	
34	42	8	55	75	20	36	32	-4	60	63	3	36	
34	36	2	50	58	8	32	36	4	55	65	10	37	
28	34	6	50	53	3	36	40	4	70	63	-8	38	
38	44	6	55	58	3	34	40	6	40	48	8	39	
24	36	12	35	55	20	34	33	-1	60	45	-15	40	
28	34	6	20	50	30	38	40	2	55	60	5	41	
30	40	10	70	80	10	38	38	0	55	65	10	42	
							40	38	-2	45	50	5	43
							32	30	-2	20	24	4	44
							38	34	-4	40	45	5	45

Table (4.16.)

Creative writing skills development (1)

Creative Writing Skills	Pre-test	SD	Posttest	SD	D. of Freedom	t-values		Significance
						Calculated	Tabulated	
Flexibility	9.60	2.92	13.45	2.58	41	11.17	2.01	Statistically significant
Originality	10.10	3.12	13.88	3.18		9.11		Statistically significant
Fluency	9.31	2.65	12.33	2.00		9.95		Statistically significant
Elaboration	9.79	3.82	14.33	2.63		10.38		Statistically significant
Mechanics of writing	10.14	3.80	13.93	2.70		10.61		Statistically significant

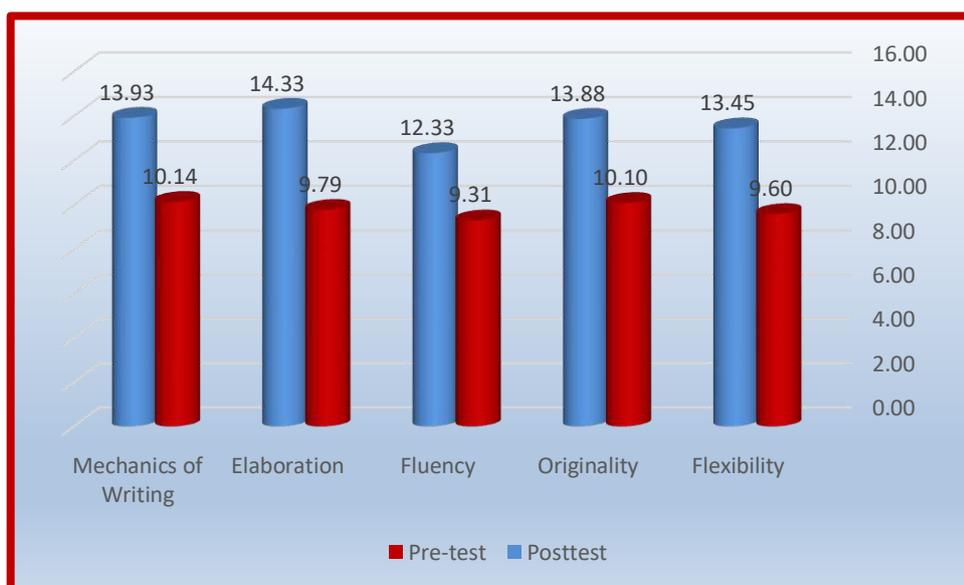


Figure (4.6) Creative Writing Skills Development (1)

Table (4.17.)

Creative writing skills development (2)

Creative writing skills	Pre-test	Posttest	Amount of development
Elaboration	9.79	14.33	4.54%
Flexibility	9.6	13.45	3.85%
Mechanics of writing	10.14	13.93	3.79%
Originality	10.1	13.88	3.78%
Fluency	9.31	12.33	3.02%

Table (4.17.) above shows that (**Elaboration skill**) was the most developed skill. It is due to the amount of the added value which approved (4.54%), then (**Flexibility skill**) (3.85%), then (**Mechanics of Writing skill**) (3.79), then (**Originality skill**) (3.78%) and finally (**Fluency skill**) which approves (3.02%).

This can be shown in the following figure :

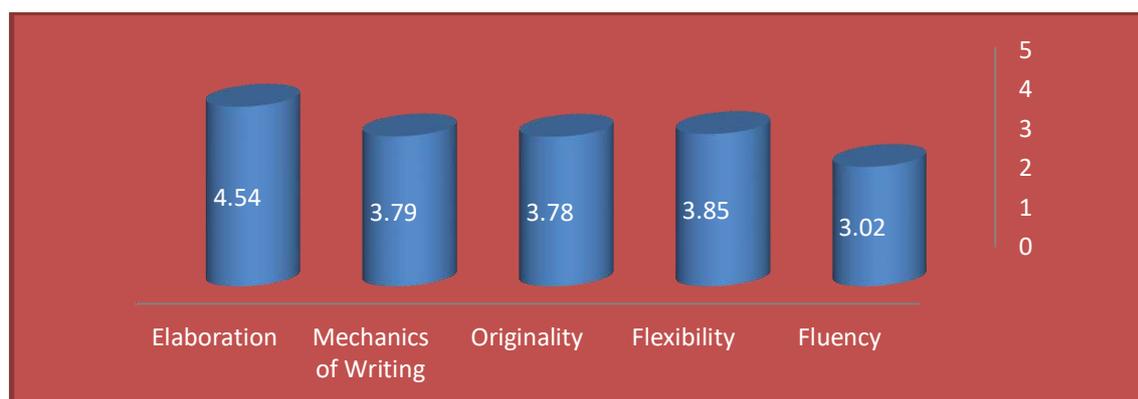


Figure (4.7) Creative Writing Skills Development (2)

Chapter Five

Conclusions, Recommendations and Suggestions

Chapter Five

Conclusions, Recommendations and Suggestions

5.0. Introductory Note

This chapter sums up the findings of the practical work of the study that can be inferred from the results. Moreover, it highlights some recommendations and suggestions for further studies.

5.1. Conclusions

The researcher concludes the following:

1. Collaborative writing is an effective means of improving students' achievement in Translation Subject.
2. According to this study, collaborative writing has certain advantages for students' creative writing. To begin with, it may assist a group of students in utilizing the combined strength of all of its members to complete their task.
3. Students under experiment are assisted to become accustomed to conducting peer review when finishing their writing job. These findings back up the assumption that collaborative writing has a considerable influence on students' writing ability in a second language, particularly in terms of content, organization, vocabulary, grammar, and mechanics.
4. The most developed skill was (Elaboration skill). It is because of the amount of additional value (4.54 percent), followed by (Flexibility skill) (3.85 percent), (Mechanics of Writing skill) (3.79 percent), (Originality skill) (3.78 percent), and finally (Fluency skill) (3.78 percent).
5. collaborative writing can maximize bilateral advantages in a less stressful classroom environment while also improving students' writing skills.
6. Creative writing helps in various levels of language learning like grammar, vocabulary, phonetics and discourse.
7. It promotes "Language Play" i.e. it motivates learners to play with language in their own creative style.
8. Through language play, learners can be unmindful of the risks and just explore, experiment and manipulate language.

9. Creative writing stimulates the right and left brain to think beyond what is merely possible and can promote a balanced thinking.
10. By experimenting with texts of various kinds and the creative style used in it, they come closer to imaginative skills and can also intuitively learn how to adopt it in their language usage.
11. Expository writing can be improved on a large scale through creative writing; to make self-choice and creating expressive pieces at free will.

5.2. Recommendations

In the light of the findings and conclusions of the research, the researcher recommends the following:

1. Using collaborative writing strategies in translation classrooms for improving students' translation competence which, in turns, improve creative writing skills.
2. Presenting final translation forms by students encourage them to follow their progress on learning translation through using collaborative writing.
3. 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.
4. Collaborative learning in general, and collaborative writing activities such as group brainstorming, outlining, drafting, reviewing, editing and revising in particular, should be used in EFL classrooms due to their positive effects on EFL learning.
5. EFL writing teachers should use a variety of recognized instructional strategies to help their students learn more effectively.
6. Because collaborative writing shifts a lot of the responsibility for instruction and interaction from the teacher to the students, EFL writing teachers must work hard to structure and initiate appropriate collaborative writing tasks, as well as train their students to participate actively in them.
7. EFL writing teachers should encourage their students to critique their own work as readers in order for them to be aware of their own writing demands.

8. It's always a good idea to encourage students to reflect on their collaborative writing work experiences in order to raise their knowledge of the benefits of cooperation and to assist classroom teachers in improving the assignments they create for their students.
9. Theoretical and practical elements of translation classes should be separated. Students should participate in weekly teacher-led practical translation classes in various areas.
10. Writings to be translated should be categorized by text type, complexity, and length, and should not exceed the students' language abilities.
11. Finally, syllabus designers should pay attention to the value of using online tools in translation classrooms to develop students' translation competence.

5.3. Suggestions for Further Studies

1. The Effect of Collaborative Writing on College EFL Learners' Capability in Essays Writing.
2. The Role of Collaborative Writing Strategies in Enhancing EFL Learners' Researching Abilities.
3. Developing EFL Learners' Writing Fluency through Writing Collaboratively Principles.
4. The Efficacy of an Electronic Educational Platform based on Digital Collaborative Stories to Develop Cooperative Organization among Students.

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Appendices

The Instructional Program

Appendix (1)

The Instructional Program

The Effectiveness of an Instructional Program Based on Collaborative Writing via E-learning Platforms on Iraqi EFL Students' Achievements to Develop Creative Writing Skills in Translation

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2020-2021



The Instructional Program Components

The current instructional program consists of *Two Parts*:

● **Part One**

Teacher's Guide which aims at clarifying the way of teaching according to the stated instructional program. It is composed of:

1. Introduction to the Proposed Instructional Program.
2. Meaning of Collaborative Writing
3. The Philosophy of Collaboration.
4. The Methodological Basis of the Proposed Instructional Program.
5. The Instructional Program Implementers.
6. The Instructional Program Language.
7. Activities Applied.
8. Teaching Supplement.
9. Lesson Plans.

● **Part Two**

Student's Guide

Appendix (1-a)

Part One

Teacher's Guide

Introduction to the Proposed Instructional Program

Cooperative learning became a commonly used form of active pedagogy in the 1980's, and continues to be a valuable tool for learning in academic institutions today, as it provides benefits for both students and instructors. Cooperative learning is described as teaching methods in which students work together in small groups to help one another learn academic content. Several central elements comprising cooperative learning are outlined including positive interdependence, individual accountability, face-to-face promotive interaction, appropriate use of collaborative skills, and group processing. Studies on cooperative learning have indicated its positive relationship with student achievement and attitudes about learning. Cooperative learning has also been found to enhance social and intellectual development and help students build interpersonal skills while promoting a sense of achievement, productivity, and psychological well-being (Gillies, et al., 2008: 22-3).

On the other hand, Collaborative writing is the process of producing a written work as a group where all team members contributed to the content and the decisions about how the group will function. Group assignments can be difficult for many students with busy schedules because they require planning, coordination, and frequent communication with other students. However, teachers nonetheless view group work as good preparation for the types of complex assignments students are likely to receive in workplace settings. Also, collaborative assignments offer students the benefits and experience of building on existing knowledge through the dynamic interplay with and among other students, the subject matter, and you, the teacher. With careful coordination and communication, group writing assignments can yield excellent results and valuable experiences (Cooper, et al., 2011: 254-5).

Therefore, the researcher puts this instructional program which is based on the Collaborative Writing in hands of the readers which came to translate the goals advocated by modern education today, and at the same time consistent with the tremendous changes in various areas of life in general, and the educational process specially.

Meaning of Collaborative Writing

Collaborative writing is one of the most beneficial parts of Project Based Learning. It is a necessary part of education because it generates student-lead learning and prepares them with 21st century working skills to enter the professional and academic world. Collaborative writing happens when people work together to generate ideas, organize content, find a main idea, and discover alternate solutions or approaches that will help to produce a writing product. It is an intellectual endeavor that stimulates innovation and provides a platform where thinking, talking, sharing, and deciding creates a group-written product where everyone contributes.

Peer learning is a two-way reciprocal activity in which peers of the same level learn from and with each other. Since learners in peer collaboration follow a single goal, they share their cognitive resources, modifying solutions, and make joint decisions. Collaboration process enhances students' learning and develops their social skills like decision-making, conflict management, and communication. It is by collaborating with each other in creating and communicating meaning, learners are able to engage in the composition process with more clarity and understanding. In the collaborative learning process, knowledge can be pooled and shared among group members. As a result, each student is a dynamic contributor to both the learning and the teaching process. It has been emphasized that collaborative writing effects overall writing performance and improvements of students' writing. Students' writings can be more grammatically accurate, more linguistically complex and had better content, organization and vocabulary. Furthermore, collaborative writing is useful in reducing anxiety, helping to form cohesive and mature groups, and promoting motivation in the writing learning environment. Peer feedback provides opportunities for the learners to negotiate meaning, to give comments and suggestions, and to make corrections.

The Philosophy of Collaboration

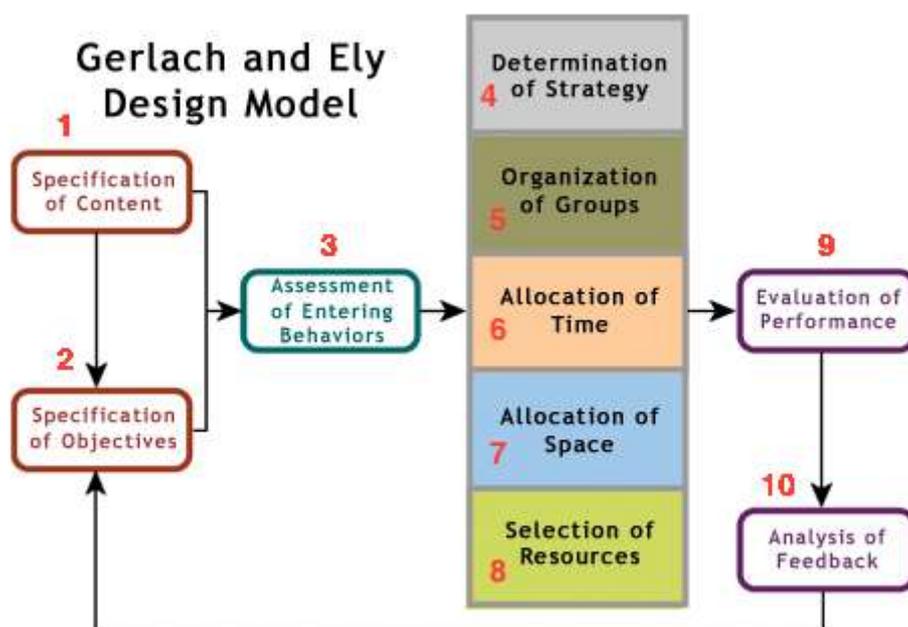
Human beings are considered to be the most essential social beings, who live together and whose actions, thoughts, and feelings are affected by the presence of other. In trying to understand how this happens in the social context, Social psychology emerged as a new viewpoint on human behavior more than a century ago. It lies at the intersection of psychology and other social sciences such as sociology. Social psychology strives to explain why people think, feel and act the way they do and this field has developed many theories which includes Albert Bandura's social learning theory.

Social learning theory has been used in studying how certain individual behaviors can be modeled. The theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavior and environmental influences. This theory also attempts to explain socialization and its effect on the development of the self.

Social learning theory considers the formation of one's identity to be a learned response to social stimuli. It emphasizes the societal context of socialization rather than the individual mind. This theory postulates that an individual's identity is not the product of the unconscious such as the belief of psychoanalytic theorists, but instead is the result of modeling oneself in response to the expectations of others. Behaviors and attitudes develop in response to reinforcement and encouragement from the people around us.

The Methodological Basis of the Proposed Instructional Program

In the current study, the researcher depends on the "Gerlach and Ely" Instructional Model which is clarified below:



Specification of Content

The target content in the present study is teaching the "Translation" subject for the Third Year University Students in Iraq, which is limited to the following items as recommended by the Ministry of Higher Education and Scientific Research:

Syllabus of Translation as Recommended by the MoHEaSR

N	Subject
1	Principles of translation.
2	Literal and non – Literal translation (similarities and differences).
3	Translation of Words , phrases, Sentences.
4	Translation of Cultural Differences:
5	Translation of idioms, proverbs, and jokes.
6	Translation of Paragraphs.
7	Difficulties and Problems faced by students in translation.

Specification of Objectives

- a) Preparing students to meet real life challenges when working with other personalities.
- b) Experiencing working in a team setting.
- c) Improving oral language skills, thus, promoting better vocabulary.
- d) Gleaning from each other strengths and support each other through the challenges.
- e) Giving students more opportunities to write for an audience (e.g. fellow group members)
- f) Having group members proofread throughout the process -which strengthens writing skills for all those involved
- g) Making possible a student -generated learning content
- h) Reducing grading load through group work
- i) Improving student writing through this research based concept
- j) Stream lining large assignments- Group projects are done efficiently and more in- depth.

Measurement of Entering Behaviors:

Entry level skills and abilities are identified as a basis for determination of instruction. A concrete method of assessing entry skills is not specifically defined within this instructional model, therefore this is typically accomplished through review of records or the administration of a pre-assessment (Gerlach, 1980).

Corresponding to what is mentioned earlier, the entering behaviors of the target sample will be measured by exposing it to two pre-tests, one of them is designed to measure the Academic Achievement of the students and the other is to measure the Creative Writing Skills of the students:

● First: Academic Achievement Pre-test:

Academic Achievement Pre-test

Q1: Translate each of the following sentences:

1. A true friend does not stab in the back.
2. All that glitters is not gold.
3. Her dress is blue, soft, comfortable and cheap.
4. I have blind confidence in you.
5. I have no hand in the quarrel.
6. She always has an eye on her poor child.
7. That child is intelligent.
8. The tailor had been sewing all night.
9. We gave a word of honor.
10. We need your help.

Q2: Translate the following proverbs into their best possible equivalents in Arabic.

1. Actions speak louder than words.
2. All good things must come to an end.
3. Do not bite the hand that feeds you.
4. Easy come, easy go.
5. Do not judge a book by its cover.

Q3: Provide a good translation for the following paragraphs.

1. Cinderella had a wonderful time at the ball until she heard the first stroke of midnight! She remembered what the fairy had said, and without a word of goodbye she slipped from the Prince's arms and ran down the steps. As she ran she lost one of her slippers, but not for a moment did she dream of stopping to pick it up! If the last stroke of midnight were to sound ... oh ... what a disaster that would be! Out she fled and vanished into the night.

2. Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red riding cloak, so everyone in the village called her Little Red Riding Hood. One morning, Little Red Riding Hood asked her mother if she could go to visit her grandmother as it had been awhile since they'd seen each other. 'That's a good idea,' her mother said. So they packed a nice basket for Little Red Riding Hood to take to her grandmother.

Q4: translate the following sentences into Arabic. Pay special attention to the idioms used.

1. Tom was shut up in the prison.
2. He has stopped playing football and has taken up coaching.
3. Lea turned down my invitation.
4. The curried out their leader's orders.
5. The rainy season has set in.

Q5: Translate the following dialogue into Arabic.

Patient: Good evening, doctor.

Doctor: Good evening, sir. What's your trouble?

Patient: I haven't been feeling well lately.

Doctor: What exactly is the problem?

Patient: I often feel quite sick. Have had a lot of pain in the stomach for several days. I've also had severe headaches for over two days.

Q6: Translate the following text as you understand it:

Sam is a real cool cat. He never blows his stocks. He hardly ever flies off handle. What is more, he knows how to get away things. Well, of course, he is getting on too. His hair is pepper and salt, but he knows how to make up for lost time by taking it easy. He gets up early, works out, and

turns in early. He takes care of the hot dog stand like a breeze until he gets time off. Sam's got it made; this is it for him.

Q7: Translate the following text.

ذهبت نملة صغيرة إلى جدول ماء لتشرب وتستريح، بعد أن تعبت كثيرا في جمع قوتها. فزلت قدمها وسقطت في الماء ولم يمكنها الخروج منه لأنها لا تعرف السباحة وكادت تغرق. وكانت حمامة بيضاء جميلة واقفة على حجر في الماء، ورأت ما حصل للنملة فرق لها قلبها وسعت في خلاصها فطارت إلى البرّ ورجعت، وفي منقارها عود من الحشيش، مدّته على الماء إلى البر فتعلقت به النملة خرجت من الماء بسلام.

Q8: Translate the following idioms into Arabic.

1. The victory seems to be in the bag.
2. Her decision to get married will make her family go bananas.
3. They killed two birds with one stone.
4. His excuses added fuel to the flames.
5. You are likely to be blind leading the blind.

Words Bank

Note: Words are arranged alphabetically:

no.	Word	Meaning
1.	Breeze	نسمة
2.	Cloak	عباءة
3.	Disaster	كارثة
4.	Fairy	جنية
5.	Glitters	يلمع
6.	Headache	صداع
7.	Hood	غطاء
8.	Pick up	يلتقط
9.	Quarrel	شجار
10.	Sew	يخيط
11.	Stab	يطعن
12.	Stomach	معدة-بطن
13.	Stroke	ضربة

● Second: Creative Writing Skills Pre-test

Creative Writing Pre-test

Q1: Translate these statements into nominal structures:

1. This is an important factor of the writer-reader relationship.
2. What's up?
3. We need your help.
4. This is no man's land.
5. The picture is by no means clear.

Q2: Translate the following statements two times each: one as literally as possible, another as freely as possible.

1. I know you very well.
2. Hold it, or else you lose everything.
3. To err is human, to forgive is divine.
4. She always has an eye on her poor child.
5. I have no hand in the quarrel.

Q3: Translate the following proverbs into their best possible equivalents in Arabic and English. Some may have more than one version.

1. Good deeds remain, all thing else perish.
2. Lies are the bane of conversation.
3. An idle brain is the devil's shop.
4. Every move has its stroke.
5. You must take the will for the deeds.

6. رحم الله امرئ عرف قدر نفسه.

7. لكل داء دواء الا الموت.

8. في التأيي السلامة وفي العجلة الندامة

9. حينما لا يكون هنالك شيء يفقد الملك حقوقه

10. واحد يفتح فمه, وآخر يلتهم اللقمة

Q4: Translate+ the following statements into verbal structures.

1. Everybody is required to do his/ her job well.
2. Won't you tell me the whole truth?
3. I don't understand what you mean.
4. Writing his duties properly, he passed the exam easily.
5. Get well soon.

Q5: The following two texts are a part of Islamic culture. They translate each other completely. Can you tell which one is the SL Text? How did you know that? Underline some cultural expressions in the two versions, and the procedures used in translating them.

"This brotherhood that continues down the ages, the living reality that we encounter at the season of the Pilgrimage (Hajj), is frequently in the evidence throughout the Islamic world. The visitor to Al.Azhar, in Cairo, sees students arriving from all over the earth. Each province and nationality has its own college, where its students live and work, and throughout the ages these colleges have continued to symbolize the fellowship of human beings gathering together for the noblest aim of all, the pursuit of knowledge. What the visitor sees in Al.Azhar, the oldest of Islamic Universities, he will also find in the other universities, from the farthest point west in the Maghreb to the Pacific, and in the beacons of knowledge that have arisen like minarets in the heart of Africa. The same was true, too, of the Islamic universities in Europe.

What we thus find in the world of learning, we also witness in daily life, the mosque and the university being regarded as models of what human life should be. It is an attitude that finds its aptest expression in the Prophet's words (peace be to him) on the occasion of Farewell Pilgrimage: "Men: You have one Lord, and one Father. You were all issued from Adam, and he from dust. The noblest among you in the sight of God is he who is the most God-fearing.

Let us, therefore, attempt to set out the principles which, in Islam, affirm the dignity of man and universal human brotherhood, a brotherhood that transcends partisan feelings of race, color and class."

صورة من الاخاء تمتد عبر التاريخ, وصورة من الواقع الحي نجدها في موسم الحج ولها نظائرها الكثيرة في العالم الاسلامي. فأنت اذا زرت الازهر في القاهرة, ستجد وافدين من كل اقطار الارض, ولكل شعب او وطن رواق يجمع ابناؤه. و ظلت هذه الاروقة عبر التاريخ تمثل الاخاء الانساني الذي يجتمع من اجل اشرف غاية, وهي العلم. وما تجده في الازهر -اقدم الجامعات الاسلامية- ستجده في الجامعات الاخرى الممتدة من اقصى المغرب الى شواطئ المحيط الهادي ومنارات العلم التي ارتفعت في قلب افريقيا والجامعات الاسلامية في اوروبا.

وكما نجد هذا في دور العلم, فإننا نجده في الحياة اليومية التي تعتبر المسجد والجامعة الصورة النموذجية لما يجب ان تكون عليه حياة الناس, والتي يعبر عنها اصدق تعبير قول النبي (ص) في حجة الوداع " ايها الناس ان ربكم واحد وان اباكم واحد. كلكم لأدم. و آدم من تراب. ان اكرمكم عند الله اتقاكم."

فلنحاول ان نعرض الاصول التي اكدت كرامة الانسان والاخاء الانساني الشامل في الاسلام, اخاء يرتفع فوق عصبية الجنس واللون والطبقة الاجتماعية."

Q6: Provide a word-for-word translation for the following excerpt, then provide an edited version.

They were new patients to me, all I had was the name, Olson. Please come down as soon as you can, my daughter is very sick. When I arrived I was met by the mother, a big startled looking woman, very clean and apologetic who merely said, Is this the doctor? and let me in. In the back, she added. You must excuse us, doctor, we have her in the kitchen where it is warm. It is very damp here sometimes. The child was fully dressed and sitting on her father's lap near the kitchen table. He tried to get up, but I motioned for him not to bother, took off my overcoat and started to look things over. I could see that they were all very nervous, eyeing me up and down distrustfully. As often, in such cases, they weren't telling me more than they had to, it was up to me to tell them; that's why they were spending three dollars on me. The child was fairly eating me up with her cold, steady eyes, and no expression to her face whatever.

Q7: Study the following Arabic word-for-word translation carefully and identify its problematic aspects.

John had not much affection for his mother and sisters, and an antipathy to me. He bullied and punished me, not two or three times in the week, nor once or twice in the day, but continually; every nerve I had feared him and every morsel of flesh on my bones shrank when he comes near. There were moments when I was bewildered by the terror he inspired.

جون كان لا كثيرا حب له أمه وأخواته وعداء لي. هو عذب وعاقب أنا ليس اثنان أو ثلاث مرات في الأسبوع، ليس مرة أو اثنتين في اليوم، لكن باستمرار، كل عصب أنا لي خاف هو وكل جزء من اللحم على لي عظم ارتجف عندما هو جاء قريب. كانت هناك لحظات عندما أنا كنت سيطرت بالرعب هو أوحى.

Q8: Translate the following dialogue using communicative translation.

Brother: Are you sure you want to tell him?

Sister: We should, he has the right to know?

Brother: Don't forget, he has serious heart issues when he gets exposed to surprises?

Sister: I know, I know. Besides, he knew all of this already, before the accident happened. Brother: Ok, he might have damaged half of his brain nerves and lost $\frac{3}{4}$ of his memory, but ... Sister: He has the right to know!

Brother: Fine, but if anything goes wrong, it is your fault. Got it?

Q9: Arabize the following text idiomatically:

Sam is a real cool cat. He never blows his stocks. He hardly ever flies off handle. What is more, he knows how to get away things. Well, of course, he is getting on too. His hair is pepper and salt, but he knows how to make up for lost time by taking it easy. He gets up early, works out, and

turns in early. He takes care of the hot dog stand like a breeze until he gets time off. Sam's got it made; this is it for him.

Q10: Translate the following sentences into English after filling the blanks with is, are or am:

1. The cup filled of milk.
2.the theater full?
3. The birds.....in the cage.
4.you a lawyer?
5. The film.....about to end.
6. I.....proud of my country.
7. Flies.....harmful insects.
8. A watch.....smaller than a clock.
9. The doctor.....in the clinic.
10. The scissors.....near the sewing machine.

Determination of Strategies

- a) **Group-Single author writing:** This means that a single writer writes representing the complete team. A single author writing takes place when the writing is simple.
- b) **Parallel writing:** Parallel writing is another type of collaborative writing where the document or assignment is separated into several portions and each individual work on their assigned part.
 - **Horizontal division parallel writing:** the task is parted into sections where every member takes responsibility for the development of the assigned section.
 - **Stratified division parallel writing:** the responsibility for the project development is divided amongst group members and a variety of roles are assigned for all members.
- c) **Sequential single writing:** In this type of writing a single group, a member writes at a time. A part of the document is assigned to every team member and they write and pass on to the next member.
- d) **Mixed mode:** In this form, more than two strategies of writing are mixed.
- e) **Reactive writing:** In order to develop the project, the team members sync. They adjust and react to each other's contribution made.
- f) **'Puzzle' parallel construction:** There will be an initial document presented which is partly or entirely completed and this is contributed by every group member. By means of juxtapositioning, the final document is made complete.

Organization of Groups

The experimental group members are classified into more than one sub-groups. Each group consists of five students including a leader who is responsible for submitting the final sheet of answers. Each group starts outlining their plan to do research and information gathering to support their paper. The students have to think about the purpose of their writing and think the content structure. Each student works actively with another and drafts a paper based on their own ideas, the result of this process is a first draft. Then, the students read their works to make sure whether what

they have written is appropriate or not, make changes to its organization, grammatical and lexical correctness. Next, the students copy out the best version of the corrected draft and the final version collected to the teacher. The last is teacher evaluation, the teacher provide them feedback, give a comment and correct their writing and translation.

Allocation of Time

The academic year 2020-2021/ Second semester/ 9-5-2021 to 12-7-2021

Selection of Resources:

The target sample members will be supplied with the "Student Book" which contains the instructional guidance of dealing with the concept of "Collaborative Writing" and applying its strategies to achieve the goals of the proposed program effectively.

Evaluation

a) Formative Evaluation

A formative evaluation is a method for judging the worth of a program while the program activities are forming (in progress). This part of the evaluation focuses on the process. It involves the collection of relevant and useful data while the training program is being conducted. This information can identify the drawbacks and unintended outcomes and is helpful in revising the plan and structure of training programs to suit the needs of the situation.

Strategies of Formative Evaluation

As stated above, formative evaluation seeks to assess on-going project activities and provide information to monitor and improve the project. It is done at several points in the developmental life of a project and its activities. The strategies most adequate for formative evaluation that are used by the researcher include:

1. Homework exercises as review for exams and class discussions)
2. Question and answer sessions, both formal—planned and informal—spontaneous
3. Conferences between the instructor and student at various points in the semester
4. In-class activities where students informally present their results

b) Summative Evaluation

A summative evaluation is a method of judging the worth of a program at the end of the program activities (summation). The focus is on the outcome.

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through the completion of projects and assignments.

Strategies of Summative Evaluation

Summative evaluation collects information about outcomes and related processes, strategies, and activities that have led to them. The evaluation is an appraisal of effect or impacts on learners. The strategies most adequate for formative evaluation that are used by the researcher include:

Corresponding to what is mentioned earlier, the entering behaviors of the target sample will be measured by exposing it to two post-tests, one of them is designed to measure the Academic Achievement of the students and the other is to measure the Creative Writing Skills of the students:

● First: Academic Achievement Posttest:

Academic Achievement Posttest

Q1: Choose the "restatement" that is closest in meaning to the original sentence. More than one choice may be factually correct, but you should choose the one that is the closest "restatement" of the first sentence: 20 Marks

1. Whether you're a mother, a mother-to-be or not even thinking about being a mom, there is still something to interest you in this book.

- a. This book offers us a comparison between women who are also mothers and those who are not even thinking of becoming a mother.
- b. All men and women must read this book in order to learn something about what motherhood means.
- c. This book was written by women, for women, about women, whether they are mothers or not.
- d. You would be wise to read this book if you are already a mother, or if you are shortly to become a mother, or even if you have no intention of ever becoming a mother.

2. I'm going to ask him to let me know if he runs across any other such novellas with a historical connection.

- a. I want to know if he can tell me of any historical novellas across which people used to perform running competitions.
- b. I am going to inquire about how he encountered the historically connected novella while he was running there.
- c. I am fond of historical novellas and I think he may help me find more of them; I really enjoyed the one he told me about.
- d. Such historical novellas are suitable places to run around and I hope he will tell me all about it if he comes across one.

3. I would have given you one free of charge if I had known that you had to have one.

- a. You couldn't have known that I was under no obligation to give you one of these free of charge, and kept asking for one.
- b. I needn't have given it to you free of charge if you had told me that you had one already.
- c. I realized just how necessary it was for you to have one of these and therefore I wanted to give it to you without charging you for it.
- d. I wasn't aware that you were in great need of one of these; otherwise, I would have given you one and ask for no money in return.

4. Driven by an understandable desire to obtain good arable land, the Chalmuks constantly sought to expand their territories by hook or by crook.

- a. The Chalmuks were always after adding new lands to their territories because they were aware that their own lands weren't good enough for crop plantation.
- b. Not stimulated adequately enough by their greed for good arable soil, The Chalmuks were always occupying their neighboring countries' territories.
- c. The Chalmuks, who were a peaceful agrarian people, were always after purchasing new territories to expand their crops plantations.
- d. Their neighbors were always willing to forfeit some of their good arable land to the Chalmuks in the name of good neighbourly relations.

5. Alas! A friend of mine had warned me that selling such a large quantity of shares without consulting an expert might be rather unwise.

- a. I am sorry that I did not heed my friend's advice; he had advised me to consult an expert if I was intending to sell any such large quantity of shares.
- b. Damn it! I had been warned by a friend of mine that selling such a large quantity of shares without an expert's permission might be quite unwise.
- c. My friend Alas had told me that it would be far better to seek some professional advice before selling so many shares; I am so sorry I did not heed his warning.

- d. Unfortunately, a friend of mine informed me that only an expert would be able to sell such a large quantity of shares.

6. No one disagrees that the environment has to be protected, but should this really take priority over economic development?

- a. It is agreed by all that the importance of economic development cannot be ranked below that of environmental protection.
- b. Everyone agrees that protection of the environment is a must, but some think that economic development is even more important.
- c. No one disagrees that environmental protection should be put before all else, including economic development.
- d. While not neglecting the importance of environmental protection, everyone agrees that economic development should really be given priority over it.

7. I have no idea how he may be persuaded that the project is already anything but stillborn

- a. I just don't know how anyone will manage to make him understand that this project is already dead.
- b. That the project was still not born was what we failed to make him understand.
- c. We will have to do something to make him believe that the project is still not born.
- d. I don't know what we can do to make him understand that the project has not been born yet.

8. I very much doubt that he is experienced enough to be given a position of such responsibility.

- a. I very much doubt that a responsible job of that description requires someone with a great deal of experience.
- b. He must be given a chance to prove that he is experienced enough to take on such a responsible post.
- c. I'm not at all sure that he will fail in that responsible position despite his lack of adequate experience.
- d. I am almost certain that he's not experienced enough to be appointed to such a responsible position.

9. *However much effort she put into it, she could not put things right between herself and her husband.*

- a. Her relationship with her husband came to a breaking point because she was unable to put more effort into it than she actually did.
- b. Any improvement in the relation of a husband and wife requires that she must truly sacrifice her pride and direct all her efforts toward that happy end.
- c. She tried all she could, but her relationship with her husband showed no improvement.
- d. She ought to have made more of an effort if she really had wanted the future look brighter for her marriage.

10. *However hard he tries, he will never again enjoy the confidence of his wife as much as he did before.*

- a. He will hardly try to win his wife's confidence although he never enjoys himself without it as much as before.
- b. He no longer tries to win his wife's confidence as he is now convinced he can never have it as wholly as before.
- c. If only he'd try a little harder, he would sooner or later have confidence in his wife as much as he did before.
- d. No matter what he does, she is not likely to trust him ever again in the same degree as she used to.

Q2: Translate the following block of writing as you understand it:

8 Marks

Sam is a real cool cat. He never blows his stocks. He hardly ever flies off handle. What is more, he knows how to get away things. Well, of course, he is getting on too. His hair is pepper and salt, but he knows how to make up for lost time by taking it easy. He gets up early, works out, and turns in early. He takes care of the hot dog stand like a breeze until he gets time off. Sam's got it made; this is it for him.

Q3: Identify the translation strategy applied in translating the following sentences? How can you improve your answer? 10 Marks

- a. That child is intelligent
ذاك الطفل يكون ذكي
- b. Mary wanted to take tea
ماري أرادت أن تأخذ شاي
- c. He is living from hand to mouth
هو يكون عائشاً من يد إلى فم
- d. Please, stay with me on the campus
من فضلك ابق معي على الحرم الجامعي
- e. This man is a big shot
هذا الرجل يكون كبيرة رمية

Q4: Answer the following questions:

1. Do you think that translation is important in the educational field?
Support your answer with examples. **6 Marks**
2. Can you add other problems that may face students in translation
other than the discussed ones? **6 Marks**

● Second: Creative Writing Skills Posttest

Creative Writing Skills Posttest

Test Instructions

-  The test consists of **Ten Question**, you have to read each one of them well before answering.
-  You have to **Answer All the Questions**. Leaving even a **part** of any question will affect your marking.
-  The total mark is **100** distributed in an equal way.
-  The total test time is **120 Minutes**.
-  Use Pens. Pencils are not allowed to be used.
-  If you faced any ambiguity, do not hesitate to ask the tester.
-  Try to use your own words and style if needed.
-  Make your writing as neat and readable as possible.

Q1: Translate these statements into nominal/ verbal structures:

1. **This is an important factor of the writer-reader relationship.**
2. **What's up?**
3. **We need your help.**
4. **This is no man's land.**
5. **The picture is by no means clear.**
6. **Everybody is required to do his/ her job well.**
7. **Won't you tell me the whole truth?**
8. **I don't understand what you mean.**
9. **Writing his duties properly, he passed the exam easily.**
10. **Get well soon .**

Q2: Spell out this passage into Arabic. Be careful with the underlined phrasal verbs of "MAKE". Remember that phrasal verbs are idioms.

"One day I went on a car tour with my family to the seaside. We were six people and had to **make room for** a seventh person, my aunt, in our small car! My father **made arrangements for** the whole family to stop for two hours at every town on our way to the sea. We tried to **make the best of** our tour and enjoy every minute of it. We also **made use of** our time, especially the children who did good things such as **making paper into** planes and ships. We **made towards** a large forest on the main road just off the seaside. My father **made up his mind** and decided to **make his way through** it. A short time later, we got off the car to have a barbecue lunch underneath a big tree **on** which birds had **made** their nests. There we **made friends with** a nice family we met by chance for the first time. We all **made ready** to have lunch together. All children **made themselves useful** by collecting wood for fire. We really enjoyed it that day. At sunset, we **made our way back** to our home town. Indeed, we all had a good time and **made the most of** our tour."

Q3: Complete the following statements/ paragraphs:

1. Faithful translation iscentered translation.
2.translation is not natural and easily comprehensible.
3.translation concentrates on content and meaning
4. SL word order is saved when adopting.....translation.
5. As for everyday greetings,.....translation is preferred, especially for colloquial phrases.
6. In free translation, the most important features are the,, and..... , not or
7. Paraphrasing is a procedure used in.....translation.
8. Word for word translation deals with.....structures, literal translation concentrates on.....structures but faithful translation focuses on.....structures.
9. The most important assumption of translation is that translation should read like the original.
10. Idiomatic translation deals with and which are not present in the Idiomatic translation is the kind of translation in which a translator wants to achieve since it is like the SL text in the TL. He has some difficulties in achieving an accurate of the idiomatic idea, which suggests that translations consist of literal transfer of the and idiomatic translation of the sense of the text.

Q4: Outline the following cultural- specific terms referring to the translation procedure(s) to be used.

1. A fox is not taken twice in the same snare.
2. Acid rain is harmful.
3. Finally, I got the music notes.
4. He was obliged to sign on the dotted line.
5. Himalayas separate the plains of the Indian subcontinent from the Tibetan Plateau.
6. In 330 BC, Persia was conquered by Alexander the Great.
7. India exports Tamarind.
8. My brother used to play cricket.
9. Sam likes the Rock.
10. Software & hardware.

Q5: A: Derive the following text into English communicatively. Then, mention the strategy you will follow in your translation

عندما عدت لتناول العشاء لم يكن عمي قد عاد إلى البيت بعد، فقد كان الوقت ما يزال مبكرا على عودته، فجلست أنظر إلى ساعة الحائط لبعض الوقت وعندما بدأ صوت دقاتها يزعجني غادرت الغرفة وصعدت الدرج إلى الجزء الأعلى من البيت، وقد حررتني الغرف الباردة والفارغة والداكنة فجعلت أتحرك من غرفة لأخرى وأنا أغني. ثم شاهدت من الشباك الأمامي رفقائي يلعبون في الشارع حيث وصل صراخهم إلي خافتا مشوشا فطأطأت رأسي على الزجاج البارد ونظرت إلى البيت المظلم حيث كنت اعيش.

B:

Derive the following jokes to Arabic taking into account the cultural differences in the sense of humor:

1. An Indian man wins 1 million dollars, then calls his wife "Honey, pack your stuff I won a million dollars", wife responds: "Honey, should I pack heavy or light clothes?", Husband: "Who cares, just pack and leave because I don't want to see you when I come home!"
2. Do not be racist, be like Mario. He's an Italian plumber, made by Japanese people, who speaks English, looks like a Mexican, jumps like a black man, and grabs coins like a Jew!

Q6: Consider the following statement, then answer the questions related to it:

" One of the main differences between English and Arabic grammar is that English has verbal sentences only (in the sense that every grammatical English sentence should contain a main verb), whereas Arabic has both verbal and nominal sentences."

NOW, in YOUR OWN WORDS, Point out to the core differences in detail.

Q7: Specify the type of the following idioms (Direct/ Indirect/ Phrasal), then translate the sentences into English communicatively.

1. He killed his neighbor in cold blood.
2. Leave everything to her. She has broad shoulders.
3. Let us turn a new page.
4. My car is second hand.
5. My uncle found out that his illness was serious.
6. Passing the exam is not a bed of roses.
7. The bribed clerk was given the sack yesterday.
8. The mother barked out when her child had fallen down.
9. There is a black sheep in every family.
10. You always argue back every time I say something.

Q8: Criticize the problems that may face you when you want to translate word order. Try to use your own words.

Q9: Define the term "Translation" and trace its historical origins, then differentiate between SL and TL with examples.

Q10: Classify the following proverbs into their types (Absolute Equivalence, Similar Equivalence, Different equivalence)

1. A stitch in time saves nine.
2. A wolf in a sheep's clothing.
3. All that glitters is not gold.
4. Better to be safe than sorry.
5. Charity begins at home.
6. Enough is as good as a feast.
7. No smoke without fire.
8. Poverty is no sin.
9. Two minds are better than one.
10. When in Rome, do as the Romans do.

Lots of Luck

The Instructional Program Implementers

- The researcher himself will teach the target sample.

The Instructional Program Language

- Formal English Language

Activities Applied

The importance of extra-curricular activities is grounded on the idea that education does not stop inside the classroom, it extends not only in the school walls and formal training inside the classroom because quality education depends largely on the capability to integrate formal education in a bigger world of learning through extra-curricular activities. Extra-curricular activities are the activities that enable to supplement and complement extra-curricular activities. These are very important parts and parcel of education institutions to develop the student's personality as well as to strengthen the classroom learning through active involvement in various learning activities that will help the students develop holistically, mentally, spiritually, physically, socially emotionally and be a civic-minded person.

In addition extracurricular activities facilitate the development of various domains of mind and personality such as intellectual development, social development, moral development and aesthetic development. Creativity, enthusiasm and energetic, positive thinking are some of the facets of personality development and the outcomes in joining different extra-curricular activities.

Activities can be categorized as:

- 1. Warm-up activities** which are usually based on previous topics. They can be considered as review activities and are usually given at the beginning of a class as a creative way to start a class or break the routine of a class.
- 2. Presentation activities** which introduce new topics.
- 3. Practice activities** which are a meaningful opportunity for the learners to practice the taught material.

- 4. Consolidation activities** which are developed after the practice and these activities reinforce the topics that had already been taught.

The instructional program presents the following activities:

Collaborative Writing Activities

- 1. Group- Brainstorming:** It means that members spew out ideas about the topic. Spontaneity is important here. There are no right or wrong answers. Students may cover familiar ground first and then move off to more abstract aspects (Richards and Willy, 2002: 316).



- 2. Outlining:** It is creating a high-level direction in which the document will be going, including major sections and subsections (Lowry, et al., 2004: 82).



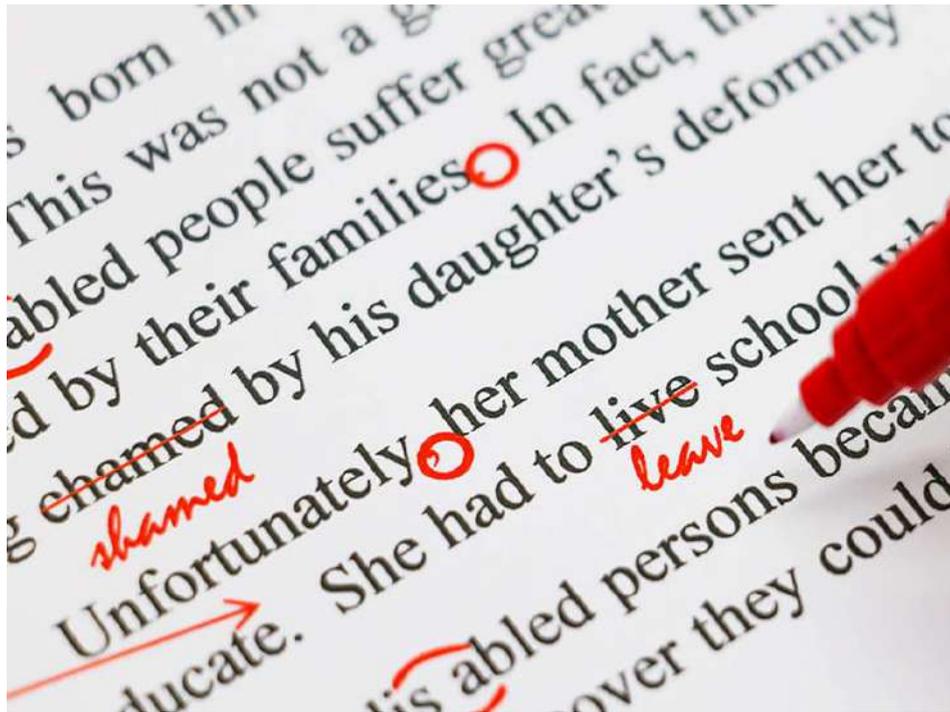
- 3. Drafting:** It is producing words on a computer or on paper that match (more or less) the initial plan for the work (Abas and Noor, 2017: 371).



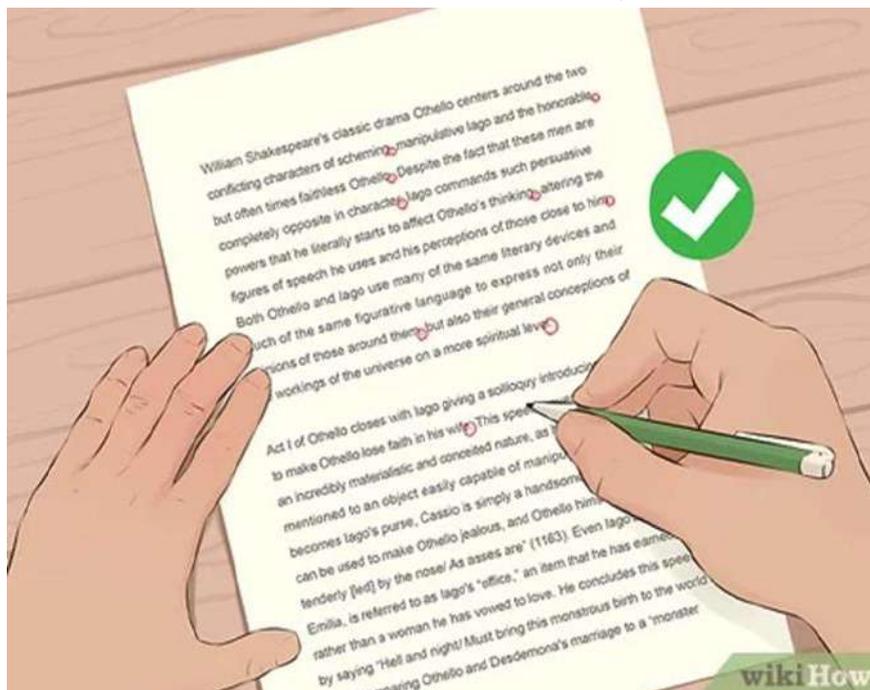
- 4. Reviewing** is the process of re-seeing the text with the goal of making large-scale changes so that text and plan match (ibid).



- 5. Editing** means focusing on sentence-level concerns, such as punctuation, sentence length, spelling, agreement of subjects and predicates, and style (ibid).



6. **Revising** occurs when learners have the opportunity to look back at their texts and reorganize ideas, add, change or remove sentences and adapt their choice of words to make sure the ideas are being conveyed clearly. Feedback has an essential role in this stage. It can be provided by the teacher or by peers: learners can exchange drafts and comment on each other's work (Zakime, 2018: 2).



Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none"> • Greeting -T greets and chats with Ss. -T writes date and fills in Class Information Box at the corner of the board. • Revising <i>(Technique: Direct Q & A)</i> T says “Today, you are going to have an idea about the art of translation, once, as an art then as a science and shed light on its purposes. 	10 mns	<ul style="list-style-type: none"> - White board - Marker - E-learning platform. 	<p>Some Ss may arrive late whether the lesson takes place in class or via Google meet .</p> <p>-During activity, there would be more background interaction as the Ss have to participate.</p>
II. Presentation	<ul style="list-style-type: none"> • Techniques Lecture technique because it serves to channel the thinking of all students in a given direction, and at the same time allows for clarification of and increased emphasis upon important points. At the same time, it is excellent for introducing a new topic and is economical of time and materials. Discussion technique 	30 mns	<ul style="list-style-type: none"> • PDF lectures • PPTs 	

	<p>because it is a diversity of aids for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Discussions may occur among members of a couple, small group, or whole class and be teacher-led or student-led.</p>			
<p style="text-align: center;">III. Practice</p>	<p>Techniques</p> <p>Group-Single author writing technique: This means that a single writer writes representing the complete team.</p> <p>‘Puzzle’ parallel construction: There will be an initial document presented which is partly or entirely completed and this is contributed by every group member. By means of juxtapositioning, the final document is made</p>	<p style="text-align: center;">20 mns</p>	<ul style="list-style-type: none"> • PDF lectures • PPTs 	<p>There is a crucial need to let students collect and compare their answers.</p>

	complete.			
IV. Feedback	<p>T. will ask students questions related to the lecture presented. Questions may be like:</p> <ol style="list-style-type: none"> 1. By using your words, give a comprehensive definition to the word "Translation". 2. Clarify the difference between the points of view that see "Translation" as a process and as a product. 3. Can you add some other purposes to "Translation"? 4. Fill in the blanks with the most appropriate alternative. <p>T. asks Ss to summarize what they have learned. Ex: What did you learned from me today?</p>	20 mns	----	<p>As the students are divided into groups and each group has a leader, by using the Group-Single author writing technique, the leader answers the questions representing the complete team.</p> <p>‘Puzzle’ parallel construction: There will be an initial document presented which is partly or entirely completed and this is contributed by every group member. By means of juxtapositioning, the final document is made complete.</p>
V. Closing	<p>-T praises all the Ss for working very hard. -T says “Goodbye” to Ss.</p>	5 mns		

Lesson Two
Translation Theories

Teacher's Name: Kadhim AlShammari Dept.English

Date:

Time: 85 mns

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Classify theories of translation as SL emphasis and TL emphasis.
2	List the SL emphasis theories of translation.
3	Distinguish the TL emphasis theories of translation
4	Outline each category's divisions.
5	Define each sub-divisions.
6	Compare the theories types by analyzing selected texts.
7	Differentiate between Sematic and Communicative translations.
8	Apply the techniques of translation practically

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none"> • Greeting -T greets and chats with Ss. -T writes date and fills in Class Information Box at the corner of the board. • Revising (Technique: Direct Q & A) -T gets a few Ss to share what they learned yesterday. -T evaluates Ss' answers and makes a summary of what Ss have learned. • Transition -T says "Today, you are going to discuss the theories of translation and try to classify them into more than one type. We also will recognize each theory by checking and analyzing some texts. 	10 mns	<ul style="list-style-type: none"> - White board - Marker - E-learning platform. 	<p>Some Ss may arrive late whether the lesson takes place in class or via Google meet .</p> <p>-During activity, there would be more background interaction as the Ss have to participate.</p>
II. Presentation	<ul style="list-style-type: none"> • Techniques Lecture technique because it serves to channel the thinking of all students in a given direction, and at the same time allows for clarification of and increased emphasis upon important points. At the 	30 mns	<ul style="list-style-type: none"> • PDF lectures • PPTs 	

	<p>same time, it is excellent for introducing a new topic and is economical of time and materials.</p> <p>Discussion technique because it is a diversity of aids for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Discussions may occur among members of a couple, small group, or whole class and be teacher-led or student-led.</p>			
III. Practice	<p>Techniques</p> <p>Sequential single writing where a member writes at a time. A part of the document is assigned to every team member and they write and pass on to the next member.</p>	20 mns	<ul style="list-style-type: none"> • PDF lectures • PPTs 	There is a crucial need to let students collect and compare their answers.
IV. Feedback	T. will ask students questions related to the	20	----	As the students are divided into

	<p>lecture presented.</p> <p>Questions may be like:</p> <ol style="list-style-type: none"> 1. Classify theories of translation in reference to the points of emphasis. Use detailed diagram. 2. In your words, which of the translation theories is the best to adopt? Why? 3. Mention some similarities and differences between the Semantic and Communicative translations in general. 4. Compare between Literal and Adaptive translations in terms of their strategies. 5. Complete the following statements: <p>T. asks Ss to summarize what they have learned.</p> <p>Ex: What did you learned from me today?</p>	mns		<p>groups and each group has a leader, by using the Sequential-Single writing technique, a member writes at a time. A part of the document is assigned to every team member and they write and pass on to the next member. Then, the leader will take his role in declaring the final answer for each assignment.</p>
<p>V. Closing</p>	<p>-T praises all the Ss for working very hard.</p> <p>-T says “Goodbye” to Ss.</p>	<p>5 mns</p>		

Lesson Three
Translation Strategies

Teacher's Name: Kadhim AlShammari Dept.English

Date:

Time: 85 mns

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Outline the types of sentences
2	Model the sub-divisions of nominal sentences
3	Tabulate the sub-divisions of verbal sentences
4	Explain the problems of translating sentences
5	Discuss the problems of translating sentences
6	Specify solutions to sentences translation problems
7	Practice translating sentences

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none"> • Greeting -T greets and chats with Ss. -T writes date and fills in Class Information Box at the corner of the board. • Revising (Technique: Direct Q & A) -T gets a few Ss to share what they learned yesterday. -T evaluates Ss' answers and makes a summary of what Ss have learned. • Transition -T says "Today, you are going to discuss the theories of translation and try to classify them into more than one type. We also will recognize each theory by checking and analyzing some texts. 	10 mns	<ul style="list-style-type: none"> - White board - Marker - E-learning platform. 	<p>Some Ss may arrive late whether the lesson takes place in class or via Google meet .</p> <p>-During activity, there would be more background interaction as the Ss have to participate.</p>
II. Presentation	<ul style="list-style-type: none"> • Techniques Lecture technique because it serves to channel the thinking of all students in a given direction, and at the same time allows for clarification of and increased emphasis upon important points. At the 	30 mns	<ul style="list-style-type: none"> • PDF lectures • PPTs 	

	<p>same time, it is excellent for introducing a new topic and is economical of time and materials.</p> <p>Discussion technique because it is a diversity of aids for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Discussions may occur among members of a couple, small group, or whole class and be teacher-led or student-led.</p>			
III. Practice	<p>Techniques</p> <p>Sequential single writing where a member writes at a time. A part of the document is assigned to every team member and they write and pass on to the next member.</p>	20 mns	<ul style="list-style-type: none"> • PDF lectures • PPTs 	There is a crucial need to let students collect and compare their answers.
IV. Feedback	T. will ask students questions related to the	20	----	As the students are divided into

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	<p>lecture presented.</p> <p>Questions may be like:</p> <p>1. Arabize the following sentences:</p> <p>2. Change the following sentences into English:</p> <p>T. asks Ss to summarize what they have learned.</p> <p>Ex: What did you learned from me today?</p>	mns		<p>groups and each group has a leader, by using the Sequential-Single writing technique, a member writes at a time. A part of the document is assigned to every team member and they write and pass on to the next member.</p> <p>Then, the leader will take his role in declaring the final answer for each assignment.</p>
<p>V. Closing</p>	<p>-T praises all the Ss for working very hard.</p> <p>-T says “Goodbye” to Ss.</p>	<p>5 mns</p>		

Lesson Four and Five

Translating Sentences

Teacher's Name: Kadhim AlShammari Dept.English

Date:

Time: 95 mns

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Outline the types of sentences
2	Model the sub-divisions of nominal sentences
3	Tabulate the sub-divisions of verbal sentences
4	Explain the problems of translating sentences
5	Discuss the problems of translating sentences
6	Specify solutions to sentences translation problems
7	Practice translating sentences
8	Discover the difficulties of translating word-order
9	Break down the obstacles of translating word-order
10	Produce solutions to problems of word-order translation
11	Retrieve the steps of translating paragraphs
12	Debate structural differences between English and Arabic in reference to writing phases
13	Examine translating different paragraphs

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none"> • Greeting -T greets and chats with Ss. -T writes date and fills in Class Information Box at the corner of the board. • Revising <i>(Technique: Direct Q & A)</i> -T gets a few Ss to share what they learned yesterday. -T evaluates Ss' answers and makes a summary of what Ss have learned. • Transition -T says "Today, you are going to present the ways of translating sentences from English into Arabic and vice versa. 	10 mns	<ul style="list-style-type: none"> - White board - Marker - E-learning platform. 	<p>Some Ss may arrive late whether the lesson takes place in class or via Google meet .</p> <p>-During activity, there would be more background interaction as the Ss have to participate.</p>
II. Presentation	<ul style="list-style-type: none"> • Techniques Lecture technique because it serves to channel the thinking of all students in a given direction, and at the same time allows for clarification of and increased emphasis 	30 mns	<ul style="list-style-type: none"> • PDF lectures • PPTs 	

	<p>upon important points. At the same time, it is excellent for introducing a new topic and is economical of time and materials.</p> <p>Discussion technique because it is a diversity of aids for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Discussions may occur among members of a couple, small group, or whole class and be teacher-led or student-led.</p>			
<p>III. Practice</p>	<p>Techniques</p> <p>Parallel writing where the document or assignment is separated into several portions and each individual work on their assigned part.</p> <p>Horizontal division parallel writing: the task is parted into</p>	<p>30 mns</p>	<ul style="list-style-type: none"> • PDF lectures • PPTs 	<p>Pair Review</p>

	<p>sections where every member takes responsibility for the development of the assigned section.</p> <p>Stratified division parallel writing: the responsibility for the project development is divided amongst group members and a variety of roles are assigned for all members.</p>			
<p>IV. Feedback</p>	<p>T. will ask students questions related to the lecture presented. Questions may be like:</p> <p>1. Translate the following sentence.</p> <p>T. asks Ss to summarize what they have learned. Ex: What did you learned from me today?</p>	<p>20 mns</p>	<p>----</p>	<p>Parallel writing where the document or assignment is separated into several portions and each individual work on their assigned part.</p> <p>Horizontal division parallel writing: the task is parted into sections where every member takes responsibility for the development of the</p>

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				assigned section. Stratified division parallel writing: the responsibility for the project development is divided amongst group members and a variety of roles are assigned for all members.
V. Closing	-T praises all the Ss for working very hard. -T says “Goodbye” to Ss.	5 mns		

Lesson Six

Translating Idioms

Teacher's Name: Kadhim AlShammari Dept.English

Date:

Time: 105 mns

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Define idioms
2	Categorize the types of idioms
3	Figure out each type
4	Give extra examples about each category.
5	Translate idioms figuratively.
6	Portray the problems of translating idioms
7	Analyze the problems of translating idioms
8	Produce solutions to each of idioms translation problems
9	Acquire the strategies of translating idioms
10	Recall phrasal verbs
11	Contrast phrasal verbs and prepositional verbs
12	Determine the problems of translating phrasal verbs
13	Create solutions to the phrasal verbs translation problems
14	Acquire strategies of translating phrasal verbs
15	Translate phrasal verbs figuratively

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none"> • Greeting -T greets and chats with Ss. -T writes date and fills in Class Information Box at the corner of the board. • Revising (<i>Technique: Direct Q & A</i>) -T gets a few Ss to share what they learned yesterday. -T evaluates Ss' answers and makes a summary of what Ss have learned. • Transition -T says "Today, we are going to discuss a new topic which is "Translating Idioms". In this lesson, we will define idioms and, analyze idiomatic expressions and acquire the skills and strategies of translating idioms from English into Arabic and vice versa. 	10 mns	<ul style="list-style-type: none"> - White board - Marker - E-learning platform. 	<p>Some Ss may arrive late whether the lesson takes place in class or via Google meet .</p> <p>-During activity, there would be more background interaction as the Ss have to participate.</p>
II. Presentation	<ul style="list-style-type: none"> • Techniques Lecture technique because it serves to channel the thinking of all students in a given 	30 mns	<ul style="list-style-type: none"> • PDF lectures • PPTs 	

	<p>direction, and at the same time allows for clarification of and increased emphasis upon important points. At the same time, it is excellent for introducing a new topic and is economical of time and materials.</p> <p>Discussion technique because it is a diversity of aids for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Discussions may occur among members of a couple, small group, or whole class and be teacher-led or student-led.</p>			
<p style="text-align: center;">III. Practice</p>	<p>Techniques</p> <p>Parallel writing where the document or assignment is separated into several portions and each individual work on their assigned part.</p> <p>Horizontal division</p>	<p style="text-align: center;">30 mns</p>	<ul style="list-style-type: none"> • PDF lectures • PPTs 	<p style="text-align: center;">Pair Review</p>

	<p>parallel writing: the task is parted into sections where every member takes responsibility for the development of the assigned section.</p> <p>Stratified division parallel writing: the responsibility for the project development is divided amongst group members and a variety of roles are assigned for all members.</p>			
<p style="text-align: center;">IV. Feedback</p>	<p>T. will ask students questions related to the lecture presented. Questions may be like:</p> <ol style="list-style-type: none"> 1. Arabize the following idioms and idiomatic expressions as freely as possible. 2. Translate the following idioms and idiomatic expressions into English. 3. Idiomatically, try to translate the following 	<p style="text-align: center;">30 mns</p>	<p style="text-align: center;">----</p>	<p>Parallel writing where the document or assignment is separated into several portions and each individual work on their assigned part.</p> <p>Horizontal division parallel writing: the task is parted into sections where every member takes</p>

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	<p>idiomatic texts into Arabic.</p> <p>4. Figuratively, try to translate the following texts into English.</p> <p>T. asks Ss to summarize what they have learned.</p> <p>Ex: What did you learned from me today?</p>			<p>responsibility for the development of the assigned section.</p> <p>Stratified division parallel writing: the responsibility for the project development is divided amongst group members and a variety of roles are assigned for all members.</p>
<p>V. Closing</p>	<p>-T praises all the Ss for working very hard.</p> <p>-T says “Goodbye” to Ss.</p>	<p>5 mns</p>		

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none"> • Greeting -T greets and chats with Ss. -T writes date and fills in Class Information Box at the corner of the board. • Revising <i>(Technique: Direct Q & A)</i> -T gets a few Ss to share what they learned yesterday. -T evaluates Ss' answers and makes a summary of what Ss have learned. • Transition -T says "Today, we are going to discuss a new topic which is "Translating Proverbs". In this lesson, we will define proverbs and acquire the skills and strategies of translating proverbs from English into Arabic and vice versa. 	10 mns	<ul style="list-style-type: none"> - White board - Marker - E-learning platform. 	<p>Some Ss may arrive late whether the lesson takes place in class or via Google meet .</p> <p>-During activity, there would be more background interaction as the Ss have to participate.</p>
II. Presentation	<ul style="list-style-type: none"> • Techniques Lecture technique because it serves to channel the thinking of 	30 mns	<ul style="list-style-type: none"> • PDF lectures • PPTs 	

	<p>all students in a given direction, and at the same time allows for clarification of and increased emphasis upon important points. At the same time, it is excellent for introducing a new topic and is economical of time and materials.</p> <p>Discussion technique because it is a diversity of aids for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Discussions may occur among members of a couple, small group, or whole class and be teacher-led or student-led.</p>			
<p>III. Practice</p>	<p>Techniques</p> <p>Parallel writing where the document or assignment is separated into several portions and each individual work on their assigned</p>	<p>30 mns</p>	<ul style="list-style-type: none"> • PDF lectures • PPTs 	<p>Pair Review</p>

	<p>part.</p> <p>Horizontal division parallel writing: the task is parted into sections where every member takes responsibility for the development of the assigned section.</p> <p>Stratified division parallel writing: the responsibility for the project development is divided amongst group members and a variety of roles are assigned for all members.</p>			
<p>IV. Feedback</p>	<p>T. will ask students questions related to the lecture presented. Questions may be like:</p> <ol style="list-style-type: none"> 1. Arabize the following proverbs communicatively. 2. Translate the following proverbs into English. 	<p>20 mns</p>	<p>----</p>	<p>Parallel writing where the document or assignment is separated into several portions and each individual work on their assigned part.</p> <p>Horizontal division parallel writing:</p>

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	<p>T. asks Ss to summarize what they have learned. Ex: What did you learned from me today?</p>			<p>the task is parted into sections where every member takes responsibility for the development of the assigned section.</p> <p>Stratified division parallel writing: the responsibility for the project development is divided amongst group members and a variety of roles are assigned for all members.</p>
<p>V. Closing</p>	<p>-T praises all the Ss for working very hard. -T says “Goodbye” to Ss.</p>	<p>5 mns</p>		

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none"> • Greeting -T greets and chats with Ss. -T writes date and fills in Class Information Box at the corner of the board. • Revising <i>(Technique: Direct Q & A)</i> -T gets a few Ss to share what they learned yesterday. -T evaluates Ss' answers and makes a summary of what Ss have learned. • Transition -T says "Today, we are going to discuss a new topic which is "Translation and Culture". In this lesson, we will discuss the relation between translation and culture, define the meaning and effect of culture shock and examine some selected translated texts heritage. 	10 mns	<ul style="list-style-type: none"> - White board - Marker - E-learning platform. 	<p>Some Ss may arrive late whether the lesson takes place in class or via Google meet .</p> <p>-During activity, there would be more background interaction as the Ss have to participate.</p>
II. Presentation	<ul style="list-style-type: none"> • Techniques Lecture technique 	30 mns	<ul style="list-style-type: none"> • PDF lectures 	

	<p>because it serves to channel the thinking of all students in a given direction, and at the same time allows for clarification of and increased emphasis upon important points. At the same time, it is excellent for introducing a new topic and is economical of time and materials.</p> <p>Discussion technique because it is a diversity of aids for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Discussions may occur among members of a couple, small group, or whole class and be teacher-led or student-led.</p>		<ul style="list-style-type: none"> • PPTs 	
<p>III. Practice</p>	<p>Techniques</p> <p>Mixed mode technique in which more than two strategies of writing are</p>	<p>30 mns</p>	<ul style="list-style-type: none"> • PDF lectures • PPTs 	<p>Pair Review</p>

	<p>mixed.</p> <p>Sequential single writing where a member writes at a time. A part of the document is assigned to every team member and they write and pass on to the next member.</p> <p>Parallel writing where the document or assignment is separated into several portions and each individual work on their assigned part.</p> <p>Horizontal division parallel writing: the task is parted into sections where every member takes responsibility for the development of the assigned section.</p> <p>Stratified division parallel writing: the responsibility for the project development is divided amongst group members and a variety of roles are assigned for all members.</p>		
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<p>IV. Feedback</p>	<p>T. will ask students questions related to the lecture presented. Questions may be like:</p> <p>1. What is the relation between Translation and Culture?</p> <p>2. What is meant by "Culture Shock"?</p> <p>Provide some examples.</p> <p>T. asks Ss to summarize what they have learned.</p> <p>Ex: What did you learned from me today?</p>	<p>20 mns</p>	<p>----</p>	<p>Sequential single writing where a member writes at a time. A part of the document is assigned to every team member and they write and pass on to the next member.</p> <p>Parallel writing where the document or assignment is separated into several portions and each individual work on their assigned part.</p> <p>Horizontal division parallel writing: the task is parted into sections where every member takes responsibility for the development of the assigned section.</p> <p>Stratified division parallel writing: the responsibility for the project development is divided amongst group members and a variety of roles are assigned</p>

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				for all members.
V. Closing	-T praises all the Ss for working very hard. -T says "Goodbye" to Ss.	5 mns		

Lesson Nine

Translating Paragraphs

Teacher's Name: Kadhim AlShammari Dept.English

Date:

Time: 95 mns

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Discover the difficulties of translating word-order
2	Break down the obstacles of translating word-order
3	Produce solutions to problems of word-order translation
4	Retrieve the steps of translating paragraphs
5	Debate structural differences between English and Arabic in reference to writing phases
6	Examine translating different paragraphs

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none"> • Greeting -T greets and chats with Ss. -T writes date and fills in Class Information Box at the corner of the board. • Revising (<i>Technique: Direct Q & A</i>) -T gets a few Ss to share what they learned yesterday. -T evaluates Ss' answers and makes a summary of what Ss have learned. • Transition -T says "Today, you are going to explain how to translate paragraphs from English into Arabic and vice versa" 	10 mns	<ul style="list-style-type: none"> - White board - Marker - E-learning platform. 	<p>Some Ss may arrive late whether the lesson takes place in class or via Google meet .</p> <p>-During activity, there would be more background interaction as the Ss have to participate.</p>
II. Presentation	<ul style="list-style-type: none"> • Techniques Lecture technique because it serves to channel the thinking of all students in a given direction, and at the same time allows for clarification of and increased emphasis upon important points. At the same time, it is excellent for introducing a new 	30 mns	<ul style="list-style-type: none"> • PDF lectures • PPTs 	

	<p>topic and is economical of time and materials.</p> <p>Discussion technique because it is a diversity of aids for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Discussions may occur among members of a couple, small group, or whole class and be teacher-led or student-led.</p>			
<p>III. Practice</p>	<p>Techniques</p> <p>Parallel writing where the document or assignment is separated into several portions and each individual work on their assigned part.</p> <p>Horizontal division parallel writing: the task is parted into sections where every member takes responsibility for the development of the</p>	<p>30 mns</p>	<ul style="list-style-type: none"> • PDF lectures • PPTs 	<p>Pair Review</p>

	<p>assigned section.</p> <p>Stratified division parallel writing: the responsibility for the project development is divided amongst group members and a variety of roles are assigned for all members.</p>			
<p>IV. Feedback</p>	<p>T. will ask students questions related to the lecture presented. Questions may be like:</p> <ol style="list-style-type: none"> 1. Arabize the following paragraphs as freely as possible. 2. Translate the following paragraphs into English. <p>T. asks Ss to summarize what they have learned. Ex: What did you learned from me today?</p>	<p>20 mns</p>	<p>----</p>	<p>Parallel writing where the document or assignment is separated into several portions and each individual work on their assigned part.</p> <p>Horizontal division parallel writing: the task is parted into sections where every member takes responsibility for the development of the assigned section.</p> <p>Stratified division parallel writing: the responsibility for the</p>

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				project development is divided amongst group members and a variety of roles are assigned for all members.
V. Closing	-T praises all the Ss for working very hard. -T says "Goodbye" to Ss.	5 mns		

Lesson Ten

Problems in Translation

Teacher's Name: Kadhim AlShammari Dept.English

Date:

Time: 105 mns

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Define a translation problem
2	Conclude the translation problems
3	Discuss the grammatical problems
4	Formulate solutions for grammatical problems in reference to translation
5	Demonstrate the lexical problems
6	Formulate solutions for lexical problems in reference to translation
7	Recommend solutions to such different problems which may face the novice learners

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none"> • Greeting -T greets and chats with Ss. -T writes date and fills in Class Information Box at the corner of the board. • Revising (Technique: Direct Q & A) -T gets a few Ss to share what they learned yesterday. -T evaluates Ss' answers and makes a summary of what Ss have learned. • Transition -T says "Today, we are going to finalize our course by discussing a new topic which is "Problems in Translation". In this lesson, we will categorize the problems that we may face in translation, analyze some selected translated texts in reference to translation problems and shed light on the skills and strategies of overcoming these problems. 	10 mns	<ul style="list-style-type: none"> - White board - Marker - E-learning platform. 	<p>Some Ss may arrive late whether the lesson takes place in class or via Google meet .</p> <p>-During activity, there would be more background interaction as the Ss have to participate.</p>
II. Presentation	<ul style="list-style-type: none"> • Techniques Lecture technique because it serves to 	30 mns	<ul style="list-style-type: none"> • PDF lectures 	

	<p>channel the thinking of all students in a given direction, and at the same time allows for clarification of and increased emphasis upon important points. At the same time, it is excellent for introducing a new topic and is economical of time and materials.</p> <p>Discussion technique because it is a diversity of aids for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Discussions may occur among members of a couple, small group, or whole class and be teacher-led or student-led.</p>		<ul style="list-style-type: none"> • PPTs 	
<p>III. Practice</p>	<p>Techniques</p> <p>Mixed mode technique in which more than two strategies of writing are mixed.</p> <p>Sequential single writing where a member writes at a time. A part of the</p>	<p>30 mns</p>	<ul style="list-style-type: none"> • PDF lectures • PPTs 	<p>Pair Review</p>

	<p>document is assigned to every team member and they write and pass on to the next member.</p> <p>Parallel writing where the document or assignment is separated into several portions and each individual work on their assigned part.</p> <p>Horizontal division parallel writing: the task is parted into sections where every member takes responsibility for the development of the assigned section.</p> <p>Stratified division parallel writing: the responsibility for the project development is divided amongst group members and a variety of roles are assigned for all members.</p>			
<p>IV. Feedback</p>	<p>T. will ask students questions related to the</p>	<p>20 mns</p>	<p>----</p>	<p>Sequential single writing where a member writes at a</p>

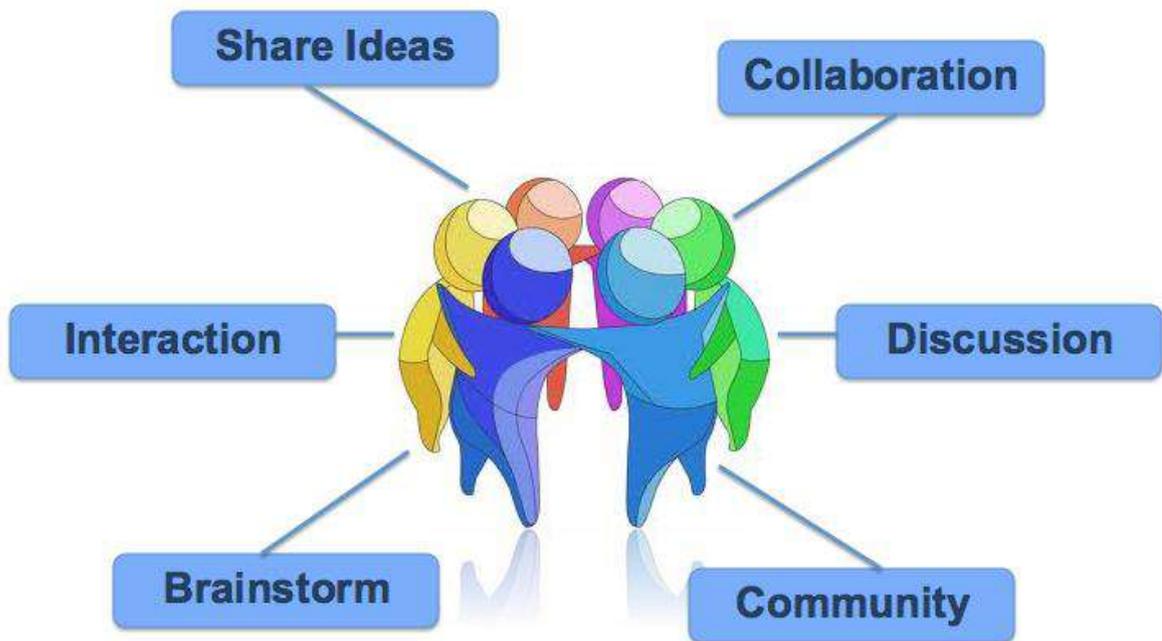
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	<p>lecture presented. Questions may be like: 1.Present a theoretical overview of the problems that may be faced in translating texts.</p> <p>T. asks Ss to summarize what they have learned. Ex: What did you learned from me today?</p>			<p>time. A part of the document is assigned to every team member and they write and pass on to the next member.</p> <p>Parallel writing where the document or assignment is separated into several portions and each individual work on their assigned part.</p> <p>Horizontal division parallel writing: the task is parted into sections where every member takes responsibility for the development of the assigned section.</p> <p>Stratified division parallel writing: the responsibility for the project development is divided amongst group members and a variety of roles are assigned for all members.</p>
V. Closing	<p>-T praises all the Ss for working very hard. -T says “Goodbye” to Ss.</p>	5 mns		

Appendix (1-b)

Part Two

Student's Book



Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Writing is the productive skill in the written mode. It too is more complicated and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

To write clearly, it is essential to understand the basic system of a language. In English, this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. The result of writing is generally called text, and the recipient of text is called a reader.

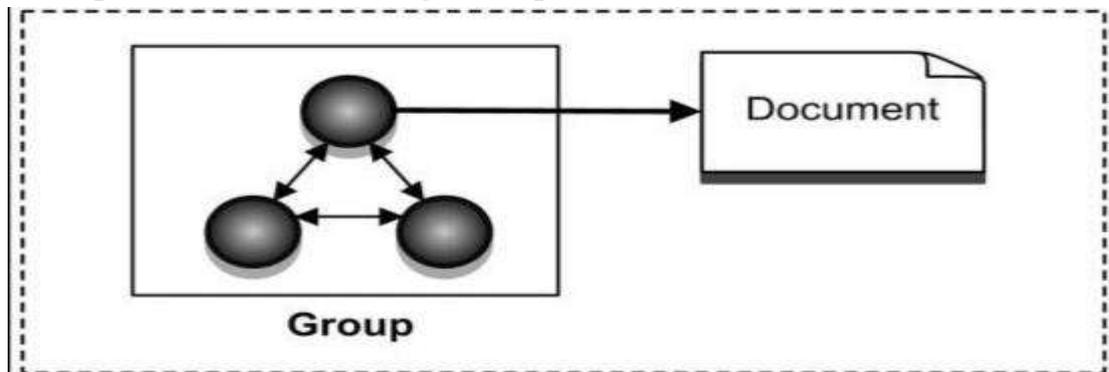
Nowadays, motivation for writing includes publication, storytelling, correspondence and diary. Writing also has been instrumental in keeping history, dissemination of knowledge through the media and the formation of legal systems.

Collaborative writing makes the students active in writing that helps teacher to teach creative writing to his/her students in effective way. Students gain a lot from constructing texts together. For example, if

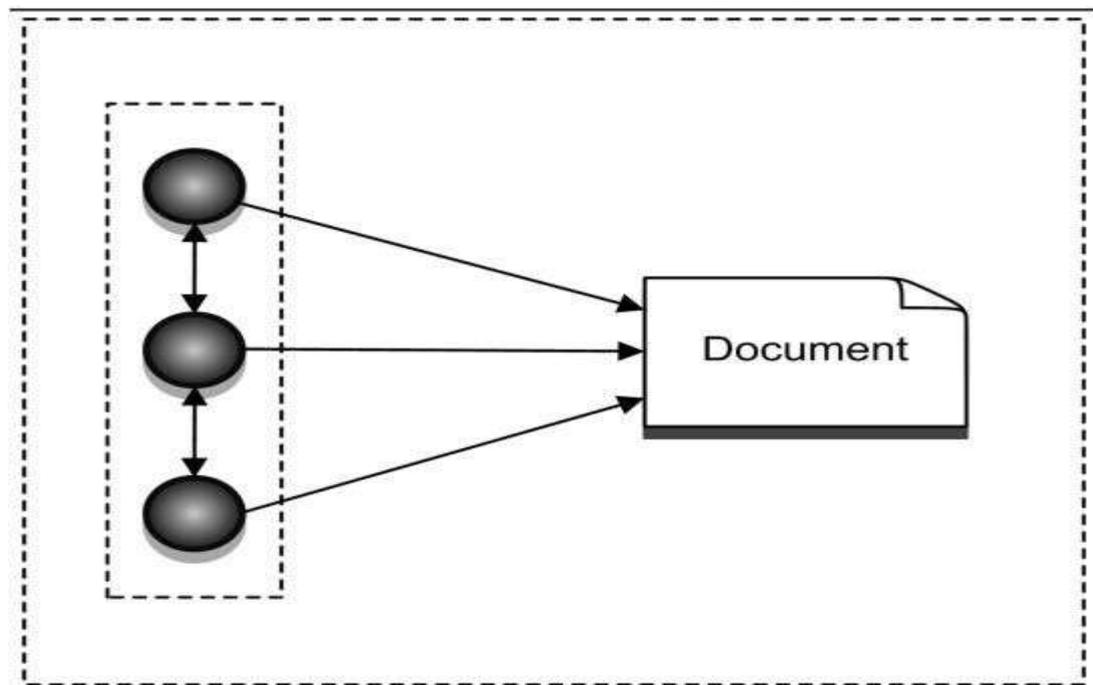
teacher sets up a story circle and provide the hints or starting line and asks the students, the students easily form or construct whole story by discussion and prediction. Strip story activity also help to teach story to the students in a collaborative way that helps students to engage in creative writing with full of interest.

Strategies Used in Collaborative Writing

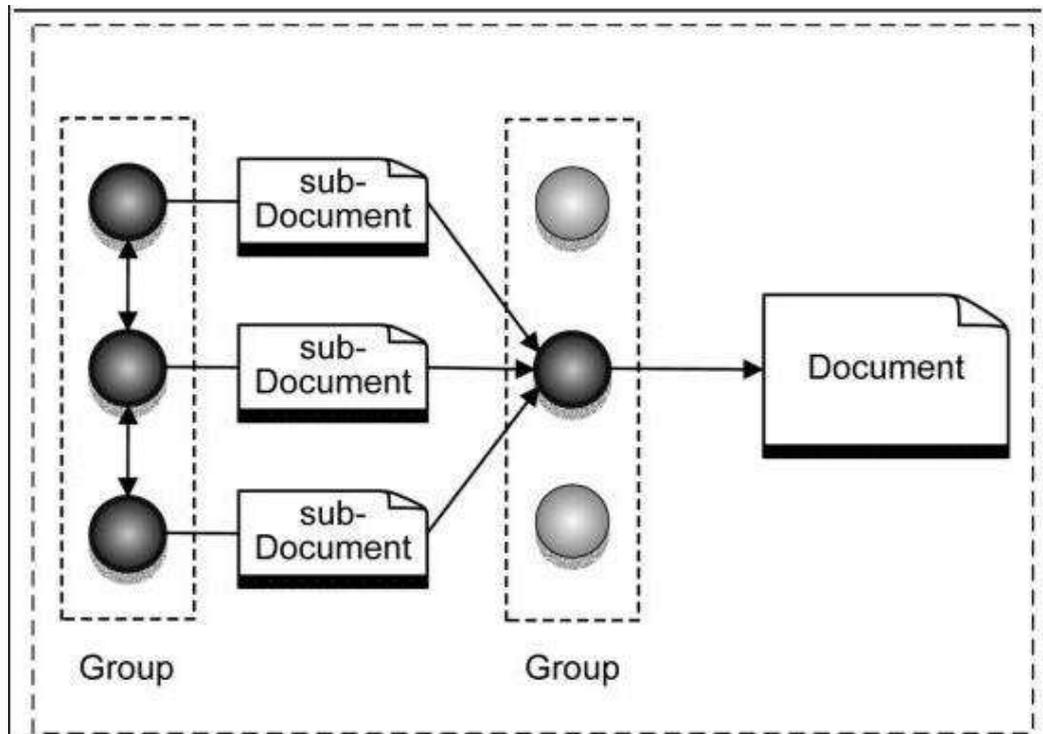
- 1) **Group-Single author writing:** This means that a single writer writes representing the complete team. A single author writing takes place when the writing is simple.



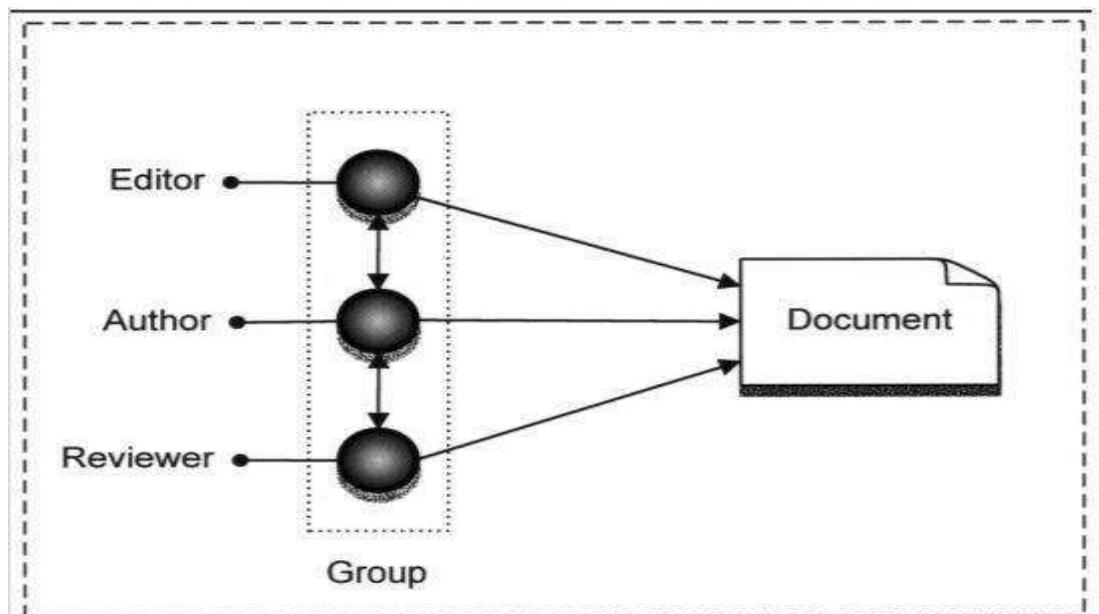
- 2) **Parallel writing:** Parallel writing is another type of collaborative writing where the document or assignment is separated into several portions and each individual work on their assigned part.



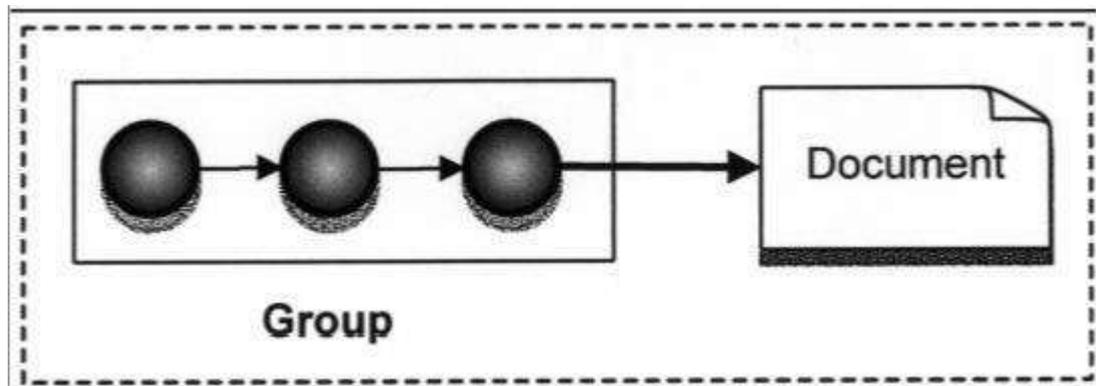
→ **Horizontal division parallel writing:** the task is parted into sections where every member takes responsibility for the development of the assigned section.



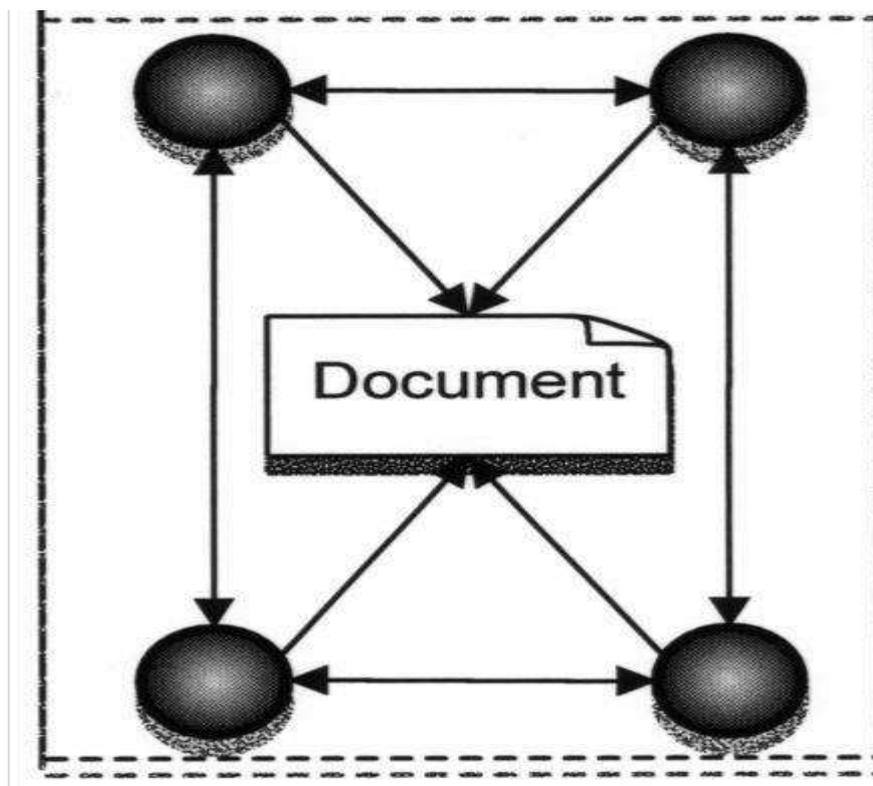
→ **Stratified division parallel writing:** the responsibility for the project development is divided amongst group members and a variety of roles are assigned for all members.



- 3) **Sequential single writing:** In this type of writing a single group, a member writes at a time. A part of the document is assigned to every team member and they write and pass on to the next member.



- 4) **Mixed mode:** In this form, more than two strategies of writing are mixed.
- 5) **Reactive writing:** In order to develop the project, the team members sync. They adjust and react to each other's contribution made.



- 6) **'Puzzle' parallel construction:** There will be an initial document presented which is partly or entirely completed and this is contributed by every group member. By means of juxtaposition, the final document is made complete.

Creativity, in general, is defined as, the skill of coming out with new ideas that are surprising, intelligible, and also valuable in some way. Creativity is essential to innovation, novelty, and sustenance. Writing is not just a way of expressing pleasure, but it is also a way of learning and teaching others. Writing skill is one of the essential language skills requires for both academic and professional performance. Developing English as foreign language creative writing skills is an inevitable task. Today, written communication is necessary for social and business purposes through platforms such as Google, e-mail, and other applications 'text messaging. Creative writing is more than just a passion; it is a craft for practicing, individual writing awareness, and following effective writing processes all play decisive roles in producing written texts. Teaching creative writing is to encourage the students to write by drawing upon their imaginations, and other creative processes may support writing development in all its components.

How to Use this Book?

To achieve the main aim of this book, you should:

1. Follow the instructions presented by the teacher.
2. Practice the activities given and answer them in their allocated space.
3. Get attended to the presentation tools used.
4. Do all the activities that the teacher asks you to do.

Lesson One
Principles of Translation

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Define the term "Translation".
2	Discuss the definitions of Translation.
3	Differentiate between the SL and TL.
4	Recognize ST and TT.
5	Understand the theoretical bases of translation.
6	Summarize the purposes of "Translation".
7	Analyze the concepts of translation as process and product.
8	Estimate the importance of translation

Activity 1

By using your words, give a comprehensive definition to the word "Translation".

Activity 2

Clarify the difference between the points of view that see "Translation" as an art and as a science.

Activity 3

Can you add some other purposes to "Translation"?

Activity 4

Fill in the blanks with the most appropriate alternative.

1. The word translation is derived from the _____
‘translatum’.
- A. Latin**
 - B. greek
 - C. german
 - D. norse

2. _____ is the process of converting an original or “source” text into a text in another language.
- A. Etymology
 - B. Translation**
 - C. Phonetics
 - D. Linguistics
3. _____ is the translation within the same language.
- A. Interlingual
 - B. Intersemiotic
 - C. Intralingual**
 - D. Transparency
4. Translation from one language to another is called _____ translation.
- A. intralingual
 - B. ntersemiotic
 - C. Pronunciation
 - D. interlingual**
5. _____ in translation is being faithful and accurate to the SL text
- A. Distortion
 - B. Target Language
 - C. Fidelity**
 - D. Source Language
6. _____ is translating an author word-by-word and line-by-line from one language to another.
- A. mistranslation
 - B. Vertical
 - C. Metaphrase**
 - D. Imitation
7. The way of translating social or cultural reality of the source text to that of the culture of the target language is called _____
- A. Adaptation**
 - B. Linguistic
 - C. Untranslatability
 - D. Calque

8. In which the translation an expression is rendered word-for-word ?
_____.
- A. Adaptation
 - B. Translators note
 - C. Cultural
 - D. Calque**
9. When a word of the source text is replaced in the target text by a whole group of words that explain a nonexistent notion in the target language, it is called _____.
- A. Paraphrase**
 - B. Compensation
 - C. Cultural
 - D. Compensation
10. A good translation is a translation that provides an _____ message of the SLtext in the target language.
- A. opposite
 - B. equivalent**
 - C. irrevelant
 - D. wrong

Lesson Two
Translation Theories

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Classify theories of translation as SL emphasis and TL emphasis.
2	List the SL emphasis theories of translation.
3	Distinguish the TL emphasis theories of translation
4	Outline each category's divisions.
5	Define each sub-divisions.
6	Compare the theories types by analyzing selected texts.
7	Differentiate between Sematic and Communicative translations.
8	Apply the techniques of translation practically

Activity 1

Classify theories of translation in reference to the points of emphasis. Use detailed diagram.

Activity 2

In your words, which of the translation theories is the best to adopt? Why?

Activity 3

Mention some similarities and differences between the Semantic and Communicative translations in general.

Activity 4

Compare between Literal and Adaptive translations in terms of their concern.

Activity 5

Complete the following statements:

1. Faithful translation iscentered translation.
2.translation is not natural and easily comprehensible.
3.translation concentrates on content and meaning
4. SL word order is saved when adopting.....translation.
5. As for everyday greetings,.....translation is preferred, especially for colloquial phrases.
6. In free translation, the most important features are the,, and..... , not or

Lesson Three

Translation Strategies

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Outline the types of sentences
2	Model the sub-divisions of nominal sentences
3	Tabulate the sub-divisions of verbal sentences
4	Explain the problems of translating sentences
5	Discuss the problems of translating sentences
6	Specify solutions to sentences translation problems
7	Practice translating sentences

Activity 1

Arabize the following sentence.

a. The poor must always be helped by the rich.

.....
.....

b. The ball was kicked by the boy.

.....
.....

c. In the market, there was a woman who claimed to be one of the released captives.

.....
.....

d. I read a paper you gave me a week ago.

.....
.....

e. This big hospital has been built by a benevolent.

.....
.....

Activity 2

Change the following sentences into English.

a. تذكرت صديقاً حدثتني عنه مرة.

.....
.....

b. انقذ الغواص الفتى.

.....
.....

c. كنا نسير في الشارع عندما بدأ الاعصار.

.....
.....

d. الفيلم الذي شاهدناه يوم امس كان رائعاً.

.....
.....

e. ان هذه القضايا لا يمكن التغاضي عنها.

.....
.....

Lesson Four and Five

Translating Sentences

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Outline the types of sentences
2	Model the sub-divisions of nominal sentences
3	Tabulate the sub-divisions of verbal sentences
4	Explain the problems of translating sentences
5	Discuss the problems of translating sentences
6	Specify solutions to sentences translation problems
7	Practice translating sentences
8	Discover the difficulties of translating word-order
9	Break down the obstacles of translating word-order
10	Produce solutions to problems of word-order translation
11	Retrieve the steps of translating paragraphs
12	Debate structural differences between English and Arabic in reference to writing phases
13	Examine translating different paragraphs

Activity 1

Translate the following sentences:

1. I'm going to ask him to let me know if he runs across any other such novellas with a historical connection.
2. Driven by an understandable desire to obtain good arable land, the Chalmuks constantly sought to expand their territories by hook or by crook.\
3. No one disagrees that the environment has to be protected, but should this really take priority over economic development?
4. I very much doubt that he is experienced enough to be given a position of such responsibility.
5. However much effort she put into it, she could not put things right between herself and her husband.

Lesson Six

Translating Idioms

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Define idioms
2	Categorize the types of idioms
3	Figure out each type
4	Give extra examples about each category.
5	Translate idioms figuratively.
6	Portray the problems of translating idioms
7	Analyze the problems of translating idioms
8	Produce solutions to each of idioms translation problems
9	Acquire the strategies of translating idioms
10	Recall phrasal verbs
11	Contrast phrasal verbs and prepositional verbs
12	Determine the problems of translating phrasal verbs
13	Create solutions to the phrasal verbs translation problems
14	Acquire strategies of translating phrasal verbs
15	Translate phrasal verbs figuratively

Activity 1

Arabize the following idioms and idiomatic expressions as freely as possible.

a. That test was a piece of cake. I was done in 10 minutes.

.....
.....

b. I do not need any help. I will go it alone.

.....
.....

c. Do not worry. The ball is in your court.

.....
.....

Activity 2

Translate the following idioms and idiomatic expressions into English.

a. قرأ ما بين السطور.

.....
.....

b. عندما تقابلنا، ابتسم في وجهي ابتسامة صفراء

.....
.....

c. اعد ترتيب اوراقه.

.....
.....

Activity 3

Idiomatically, try to translate the following idiomatic texts into Arabic.

Sam is a real cool cat. He never blows his stocks. He hardly ever flies off handle. What is more, he knows how to get away things. Well, of course, he is getting on too. His hair is pepper and salt, but he knows how to make up for lost time by taking it easy. He gets up early, works out, and turns in early. He takes care of the hot dog stand like a breeze until he gets time off. Sam's got it made; this is it for him.

Activity 4

Figuratively, try to translate the following texts into English.

في ربوع حديقة جدِّي تتصالح الفصول ، وتمارس حريتها من غير تصنع أو تزييف. فالشَّتاء ، غضب وزمهرير وبساطُ طَهرٍ يكلل تاج الطَّهارة والنِّقاء وما تكاد تفرهممة الرِّياح والعواصف ، حتَّى يقبل الرِّبيع ليلهو بريشته المبدعة فيلَوّن لوحته الفنية بسحرٍ يفوقُ الخيال. وماذا يبقى للخريف الهادئ سوى القيام بدور الحكم بين الصَّيف والشَّتاء . لكنه يُنذرالمصطافين بضرورة إعداد العدة للهرب من غضب الشَّتاء القادم. تبقى حديقة جدِّي دائماً في بالي . ففي ربوعها نشأتُ . وما ارتوى ظمأي بعد من جمالها وسحرها الَّذي حرَّك أوتار فؤادي وهمس في أذني أسرار الوجود.

Lesson Seven
Translating Proverbs

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Identify the meaning of proverbs
2	Compare between idioms and proverbs
3	Diagnose the proverbs groups
4	Give example for each group
5	Cite the meaning of Absolute equivalent proverbs
6	Clarify the meaning of similar equivalent proverbs
7	Articulate the meaning of different equivalent proverbs
8	Specify the problems of translating proverbs
9	Suggest solutions to proverbs translation problems
10	Memorize the strategies of translating proverbs
11	Attain the meaning of jokes
12	Translate jokes from English into Arabic
13	Translate jokes from Arabic into English
14	Relate between English and Arabic jokes

Activity 1

Arabize the following proverbs communicatively.

a. As you cooked the porridge, so must you eat it.

.....
.....

b. Do not judge a book by its cover.

.....
.....

c. Every seed knows its time.

.....
.....

d. Trust in God, but tie your camel.

.....
.....

e. It is no use to cry over spilt milk.

.....
.....

Activity 2

Translate the following proverbs into English.

a. البعيد عن العين بعيد عن القلب.

.....
.....

b. ابن الحلال بذكوره.

.....
.....

c. كما تدين تدان.

.....
.....

d. حبل الكذب قصير.

.....
.....

e. في العجلة الندامة وفي التأني السلامة.

.....
.....

Lesson Eight
Translation and Culture

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Identify culture
2	Summarize the points of view related to the culture definition
3	Predict the relation between culture and translation
4	Numerate the major categories of culture
5	Contrast the culture categories
6	Categorize the procedures of translating cultural terms
7	Define the cultural equivalence procedure
8	Test the cultural equivalence procedure
9	Memorize the accepted standard translation procedure
10	Demonstrate the accepted standard translation procedure
11	Infer the meaning of naturalization procedure
12	Create examples for naturalization procedure
13	Memorize the translation couplet procedure
14	Write examples for the translation couplet procedure
15	Infer the meaning of the translation triplet procedure
16	Create examples for the translation triplet procedure
17	Discuss the classifier procedure
18	Test the classifier procedure

Activity 1

What is the relation between Translation and Culture?

Activity 2

What is meant by "Culture Shock"? Provide some examples.

Lesson Nine

Translating Paragraphs

Teacher's Name: Kadhim AlShammari Dept.English

Date:

Time: 95 mns

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Discover the difficulties of translating word-order
2	Break down the obstacles of translating word-order
3	Produce solutions to problems of word-order translation
4	Retrieve the steps of translating paragraphs
5	Debate structural differences between English and Arabic in reference to writing phases
6	Examine translating different paragraphs

Activity 1

Arabize the following paragraphs as freely as possible.

- a. Not only may people have a literature with letters. But they may not have the art of writing without knowing anything about an alphabet. The invention of an alphabet in which to express spoken sounds was one of the greatest tasks ever achieved by human intellect.
- b. Spider monkeys are so called from their long slender limbs, and their method of movement among the branches. The tail seems to answer the purpose of a fifth hand, as it is capable of being used for every purpose for which the hand could be applied; indeed the spider monkeys use this member for looking out objects where a hand could not be instead.

Activity 2

Translate the following paragraphs into English.

- a. نازك الملائكة هي شاعرة عراقية من رواد الشعر الحر في العراق ((1923_2007)) ولدت في بغداد من عائلة تحب الادب حيث كانت امها شاعرة وأبوها كاتباً. تخرجت من معهد الفنون الجميلة في بغداد قسم الموسيقى لعام 1949, وبعد عشرة اعوام إي في عام 1959 تحصلت على شهادة الماجستير في

الادب المقارن من جامعة ويسكونسن-ماديسون في امريكا. كان أباها يدرس اللغة الانكليزية فتعلمتها منه.

b. لقد كانت بيلا تحاول دفع إطار المشي في نفس الوقت الذي كانت تحمل فيه الشاي . لقد سقط معظم الشاي في صحن الفنتجان و قد فكرت ماري "، إن بيلا تعرف أنها لا تستطيع حمل صحن الإبناء . " و أضافت قائلة: "لقد قلت لها أنني لا أريد واحدا علي مطلق الأحوال وكأني أتكلم مع جدار أصم"

Lesson Ten

Problems in Translation

Behavioral Objectives:

By the end of the lesson, the students will be able to:

1	Define a translation problem
2	Conclude the translation problems
3	Discuss the grammatical problems
4	Formulate solutions for grammatical problems in reference to translation
5	Demonstrate the lexical problems
6	Formulate solutions for lexical problems in reference to translation
7	Recommend solutions to such different problems which may face the novice learners

Activity 1

Present a theoretical overview of the problems that may be faced in translating texts.

Appendix (2)
Academic Achievement Pre-test

Academic Achievement Pre-test

Q1: Translate each of the following sentences:

1. A true friend does not stab in the back.
2. All that glitters is not gold.
3. Her dress is blue, soft, comfortable and cheap.
4. I have blind confidence in you.
5. I have no hand in the quarrel.
6. She always has an eye on her poor child.
7. That child is intelligent.
8. The tailor had been sewing all night.
9. We gave a word of honor.
10. We need your help.

Q2: Translate the following proverbs into their best possible equivalents in Arabic.

1. Actions speak louder than words.
2. All good things must come to an end.
3. Do not bite the hand that feeds you.
4. Easy come, easy go.
5. Do not judge a book by its cover.

Q3: Provide a good translation for the following paragraphs.

1. Cinderella had a wonderful time at the ball until she heard the first stroke of midnight! She remembered what the fairy had said, and without a word of goodbye she slipped from the Prince's arms and ran down the steps. As she ran she lost one of her slippers, but not for a moment did she dream of stopping to pick it up! If the last stroke of midnight were to sound ... oh ... what a disaster that would be! Out she fled and vanished into the night.
2. Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red riding cloak, so everyone in the village called her Little Red Riding Hood. One morning, Little Red Riding Hood asked her mother if she could go to visit her grandmother as it had been awhile since they'd seen each other. 'That's a good idea,' her mother said. So they packed a nice basket for Little Red Riding Hood to take to her grandmother.

Q4: translate the following sentences into English. Pay special attention to the idioms used.

1. Tom was shut up in the prison.
2. He has stopped playing football and has taken up coaching.
3. Lea turned down my invitation.
4. The curried out their leader's orders.
5. The rainy season has set in.

Q5: Translate the following dialogue into Arabic.

Patient: Good evening, doctor.

Doctor: Good evening, sir. What's your trouble?

Patient: I haven't been feeling well lately.

Doctor: What exactly is the problem?

Patient: I often feel quite sick. Have had a lot of pain in the stomach for several days. I've also had severe headaches for over two days.

Q6: Arabize the following text as you understand it:

Sam is a real cool cat. He never blows his stocks. He hardly ever flies off handle. What is more, he knows how to get away things. Well, of course, he is getting on too. His hair is pepper and salt, but he knows how to make up for lost time by taking it easy. He gets up early, works out, and turns in early. He takes care of the hot dog stand like a breeze until he gets time off. Sam's got it made; this is it for him.

Q7: Translate the following text.

ذهبت نملة صغيرة إلى جدول ماء لتشرب وتستريح، بعد أن تعبت كثيرا في جمع قوتها. فزلت قدمها وسقطت في الماء ولم يمكنها الخروج منه لأنها لا تعرف السباحة وكادت تغرق. وكانت حمامة بيضاء جميلة واقفة على حجر في الماء، ورأت ما حصل للنملة فرق لها قلبها وسعت في خلاصها فطارت إلى البرّ ورجعت، وفي منقارها عود من الحشيش، مدّته على الماء إلى البر فتعلقت به النملة خرجت من الماء بسلام.

Q8: Translate the following idioms into Arabic.

1. The victory seems to be in the bag.
2. Her decision to get married will make her family go bananas.
3. They killed two birds with one stone.
4. His excuses added fuel to the flames.
5. You are likely to be blind leading the blind.

Words Bank

Note: Words are arranged alphabetically:

no.	Word	Meaning
1.	Breeze	نسمة
2.	Cloak	عباءة
3.	Disaster	كارثة
4.	Fairy	جنية
5.	Glitters	يلمع
6.	Headache	صداع
7.	Hood	غطاء
8.	Pick up	يلتقط
9.	Quarrel	شجار
10.	Sew	يخيط
11.	Stab	يطعن
12.	Stomach	معدة-بطن
13.	Stroke	ضربة

Appendix (3)

Scores of the Research Groups in the Achievement Pre-test

Group	Experimental Control	N	Score										
		1	30	8	28	15	38	22	35	29	26	36	34
2	30	9	28	16	40	23	28	30	28	37	34		
3	36	10	32	17	34	24	30	31	32	38	28		
4	38	11	32	18	26	25	30	32	44	39	38		
5	34	12	32	19	26	26	42	33	32	40	24		
6	32	13	38	20	28	27	32	34	36	41	28		
7	30	14	40	21	26	28	22	35	28	42	30		
1	26	9	38	17	38	25	34	33	28	41	38		
2	32	10	34	18	38	26	24	34	38	42	38		

		3	34	11	34	19	40	27	32	35	28	43	40
		4	34	12	28	20	32	28	34	36	36	44	32
		5	38	13	36	21	38	29	30	37	32	45	38
		6	32	14	34	22	28	30	38	38	36		
		7	34	15	34	23	28	31	30	39	34		
		8	30	16	34	24	34	32	34	40	34		

**Appendix (4)
Creative Writing Skills Pre-test**

Creative Writing Pre-test

Q1: Translate these statements into nominal structures:

1. This is an important factor of the writer-reader relationship.
2. What's up?
3. We need your help.
4. This is no man's land.
5. The picture is by no means clear.

Q2: Translate the following statements two times each: one as literally as possible, another as freely as possible.

1. I know you very well.
2. Hold it, or else you lose everything.
3. To err is human, to forgive is divine.
4. She always has an eye on her poor child.
5. I have no hand in the quarrel.

Q3: Translate the following proverbs into their best possible equivalents in Arabic and English. Some may have more than one version.

1. Good deeds remain, all thing else perish.
2. Lies are the bane of conversation.
3. An idle brain is the devil's shop.
4. Every move has its stroke.
5. You must take the will for the deeds.

6. رحم الله امرئ عرف قدر نفسه.

7. لكل داء دواء الا الموت.

8. في التأيي السلامة وفي العجلة الندامة

9. حينما لا يكون هنالك شيء يفقد الملك حقوقه

10. واحد يفتح فمه, وآخر يلتهم اللقمة

Q4: Arabize the following statements into verbal structures.

1. Everybody is required to do his/ her job well.
2. Won't you tell me the whole truth?
3. I don't understand what you mean.
4. Writing his duties properly, he passed the exam easily.
5. Get well soon.

Q5: The following two texts are a part of Islamic culture. They translate each other completely. Can you tell which one is the SL Text? How did you know that? Underline some cultural expressions in the two versions, and the procedures used in translating them.

"This brotherhood that continues down the ages, the living reality that we encounter at the season of the Pilgrimage (Hajj), is frequently in the evidence throughout the Islamic world. The visitor to Al.Azhar, in Cairo, sees students arriving from all over the earth. Each province and nationality has its own college, where its students live and work, and throughout the ages these colleges have continued to symbolize the fellowship of human beings gathering together for the noblest aim of all, the pursuit of knowledge. What the visitor sees in Al.Azhar, the oldest of Islamic Universities, he will also find in the other universities, from the farthest point west in the Maghreb to the Pacific, and in the beacons of knowledge that have

arisen like minarets in the heart of Africa. The same was true, too, of the Islamic universities in Europe.

What we thus find in the world of learning, we also witness in daily life, the mosque and the university being regarded as models of what human life should be. It is an attitude that finds its aptest expression in the Prophet's words (peace be to him) on the occasion of Farewell Pilgrimage: "Men: You have one Lord, and one Father. You were all issued from Adam, and he from dust. The noblest among you in the sight of God is he who is the most God-fearing.

Let us, therefore, attempt to set out the principles which, in Islam, affirm the dignity of man and universal human brotherhood, a brotherhood that transcends partisan feelings of race, color and class."

صورة من الاخاء تمتد عبر التاريخ, وصورة من الواقع الحي نجدها في موسم الحج ولها نظائرها الكثيرة في العالم الاسلامي. فأنت اذا زرت الازهر في القاهرة, ستجد وافدين من كل اقطار الارض, ولكل شعب او وطن رواق يجمع ابناءه. و ظلت هذه الاروقة عبر التاريخ تمثل الاخاء الانساني الذي يجتمع من اجل اشرف غاية, وهي العلم. وما تجده في الازهر – اقدم الجامعات الاسلامية- ستجده في الجامعات الاخرى الممتدة من اقصى المغرب الى شواطئ المحيط الهادي ومنارات العلم التي ارتفعت في قلب افريقيا والجامعات الاسلامية في اوروبا.

وكما نجد هذا في دور العلم, فإننا نجده في الحياة اليومية التي تعتبر المسجد والجامعة الصورة النموذجية لما يجب ان تكون عليه حياة الناس, والتي يعبر عنها اصدق تعبير قول النبي (ص) في حجة الوداع " ايها الناس ان ربكم واحد وان اباكم واحد. كلكم لأدم. و آدم من تراب. ان اكرمكم عند الله اتقاكم."

فلنحاول ان نعرض الاصول التي اكدت كرامة الانسان والاخاء الانساني الشامل في الاسلام, اخاء يرتفع فوق عصبية الجنس واللون والطبقة الاجتماعية."

Q6: Provide a word-for-word translation for the following excerpt, then provide an edited version.

They were new patients to me, all I had was the name, Olson. Please come down as soon as you can, my daughter is very sick. When I arrived I was met by the mother, a big startled looking woman, very clean and apologetic who merely said, Is this the doctor? and let me in. In the back, she added. You must excuse us, doctor, we have her in the kitchen where it is warm. It is very damp here sometimes. The child was fully dressed and sitting on her father's lap near the kitchen table. He tried to get up, but I motioned for him not to bother, took off my overcoat and started to look things over. I could see that they were all very nervous, eyeing me up and down distrustfully. As often, in such cases, they weren't telling me more than they had to, it was up to me to tell them; that's why they were spending three dollars on me. The child was fairly eating me up with her cold, steady eyes, and no expression to her face whatever.

Q7: Study the following Arabic word-for-word translation carefully and identify its problematic aspects.

John had not much affection for his mother and sisters, and an antipathy to me. He bullied and punished me, not two or three times in the week, nor once or twice in the day, but continually; every nerve I had feared him and every morsel of flesh on my bones shrank when he comes near. There were moments when I was bewildered by the terror he inspired.

جون كان لا كثيرا حب له أمه وأخواته وعداء لي. هو عذب وعاقب أنا ليس اثنان أو ثلاث مرات في الأسبوع، ليس مرة أو اثنتين في اليوم، لكن باستمرار، كل عصب أنا لي خاف هو وكل جزء من

اللحم على لي عظم ارتجف عندما هو جاء قريب. كانت هناك لحظات عندما أنا كنت سيطرت
بالرعب هو أوحى.

Q8: Translate the following dialogue using communicative translation.

Brother: Are you sure you want to tell him?

Sister: We should, he has the right to know?

Brother: Don't forget, he has serious heart issues when he gets exposed to surprises?

Sister: I know, I know. Besides, he knew all of this already, before the accident happened. Brother: Ok, he might have damaged half of his brain nerves and lost $\frac{3}{4}$ of his memory, but ... Sister: He has the right to know!

Brother: Fine, but if anything goes wrong, it is your fault. Got it?

Q9: Arabize the following text idiomatically:

Sam is a real cool cat. He never blows his stocks. He hardly ever flies off handle. What is more, he knows how to get away things. Well, of course, he is getting on too. His hair is pepper and salt, but he knows how to make up for lost time by taking it easy. He gets up early, works out, and turns in early. He takes care of the hot dog stand like a breeze until he gets time off. Sam's got it made; this is it for him.

Q10: Translate the following sentences into English after filling the blanks with is, are or am:

1. The cup filled of milk.
2.the theater full?
3. The birds.....in the cage.
4.you a lawyer?
5. The film.....about to end.
6. I.....proud of my country.
7. Flies.....harmful insects.
8. A watch.....smaller than a clock.
9. The doctor.....in the clinic.
10. The scissors.....near the sewing machine.

Appendix (5)

Scores of the Research Groups in the Creative Writing Skills Pre-test

Group	Experimental	N	Score										
		1	35	8	50	15	40	22	35	29	45	36	55
2	35	9	35	16	25	23	50	30	30	37	50		
3	55	10	35	17	65	24	55	31	65	38	50		
4	35	11	45	18	55	25	55	32	85	39	55		
5	30	12	60	19	40	26	70	33	60	40	35		
6	50	13	85	20	60	27	45	34	80	41	20		
7	45	14	55	21	40	28	40	35	30	42	70		
	Control	1	45	9	55	17	70	25	60	33	75	41	55
	2	35	10	25	18	40	26	60	34	40	42	55	

		3	35	11	35	19	45	27	45	35	40	43	45
		4	45	12	35	20	45	28	45	36	60	44	20
		5	45	13	45	21	45	29	50	37	55	45	40
		6	45	14	30	22	60	30	40	38	70		
		7	25	15	35	23	55	31	35	39	40		
		8	20	16	60	24	45	32	20	40	60		

Appendix (6)

Mechanics of Writing

Mechanics of Writing Booklet

University of Babylon

College of Basic Education

Third Stage

Prepared by:

Assist. Lect. Kadhim AlShammari

2020-2021

Punctuation helps the reader to make sense of what has been written. When we speak, we use not only words but also body language, voice tone and emphasis, and pauses to convey our message. When we write, on the other hand, we need to use punctuation marks to help the reader understand our meaning.

This resource will consider the following writing skills:

-  Comma
-  Comma fault
-  Colon
-  Semi colon
-  Apostrophe
-  Capitals

Comma

Use the comma to separate ideas in a sentence, in order to make the meaning clearer :

1. When joining two sentences with a conjunction: For example:
 - The sun was shining, so we went to the river.
 - The new intake of students was large, so the group was divided into two classes.
2. When adding extra information to the basic sentence: For example:
 - a. At the beginning
 - Yesterday morning, I went for a bike ride.
 - In conclusion, the survey demonstrated students make good use of the library.
 - b. In the middle
 - The woman, who was feeling tired, went home.
 - The student, who came from Europe, adjusted quickly to the New Zealand academic culture.
 - c. At the end
 - The student searched for hours without success, becoming increasingly desperate.
3. When listing a series of items: For example:
 - A pen, lined paper, and a calculator were required for the exam.

- For their exams the students needed a fine tipped red pen, extra paper for diagrams, and a scientific calculator.
4. To introduce a quotation For example:
- According to Winston Churchill, “To improve is to change, so to be perfect is to have changed often.”

Comma Fault

Comma fault (also known as comma splice and run-on sentence) refers to the joining of two sentences by a comma instead of a full stop. For example:

- ☒ Please let me know if you can help in this matter, I would appreciate your reply as soon as possible.
- ✓ Please let me know if you can help in this matter. I would appreciate your reply as soon as possible.

Each group of words is a complete sentence and therefore needs to be separated by a full stop.

Sentences can be joined together using a comma and a conjunction (linking word), such as and, but, or, nor, so, yet, because, although. For example:

- It was a beautiful day, so we went to the beach.
- I went to town yesterday, but I didn't buy anything.

When two sentences are closely related or reflect each other, they can be separated by a semi colon, instead of a full stop. For example:

- ☒ Drivers think cyclists are a menace on the roads, cyclists think drivers don't give them enough room.
- ✓ Drivers think cyclists are a menace on the roads; cyclists think drivers don't give them enough room.

The group of words on either side of the semi colon must be able to stand alone as a sentence.

Colon

Colons can be used to :

1. Introduce a list: For example:
 - For the practicum course, you are required to bring the following: chef's jacket, recipe instructions, and all ingredients
2. Introduce a quotation: For example:
 - Copus (2009) comments: "Clear writing is inextricably linked to clear thinking" (p. vii). (Note: A comma can also introduce a direct quotation)
3. Expand an idea: For example:
 - Both parties agreed on the final result: There would be increased participation in meetings by all those involved.
4. Add emphasis. The colon acts like a pointer: For example:
Compare the following sentences:
 - "He started the business because he wanted money.
 - He started the business for one reason only: money."(Bailey Jr., 1990, p. 59.)

Notes:

A colon can point to a single word, a list, to another sentence, or to a series of sentences or paragraphs.

When a sentence follows a colon, start the sentence with a capital.

Semi Colon

The semi colon has two main uses :

1. Join two complete sentences that are closely connected in meaning:
For example:
 - Cats are independent creatures; dogs require more looking after.
 - The class was divided into two groups; the intake of first years was larger than expected.

2. Listing complex items that contain commas: For example:
 - Research material can include the following: journals from the library, and from databases; hard copy, and online books; and relevant information from a practicum experience.
 - Before going on a road trip north, you should check your car's oil and water, which may need topping up; the tyre pressure, including that of the spare tyre; road conditions and availability, for example, the Taupo Road; and your emergency supplies, which should include a torch that works, a first aid kit, and warm clothing and blankets.

Apostrophe

The apostrophe has two main uses :

1. Contraction, to show that letters have been left out of a word

Didn't = did not	Doesn't = does not
It's = it is	Wasn't = was not
Who's = who is	Can't = cannot
I'll = I will	Isn't = is not

Contractions are not used in academic writing .

2. Possession, to show that something belongs to someone or something. The apostrophe always comes directly after the name of the owner of the object, followed by what they own.

Steps:

- a. Ask yourself , “who does the object belong to?”
- b. Add an 's after the owner's name.
- c. If the owner's name ends in s just add an '.

For example

- ✓ Who does the computer belong to?
- ✓ The computer belongs to Christine.
- ✓ Add an 's after the owner's name: Christine's computer.

For example

- a student's essay = the essay belongs to a student
- next week's timetable = the timetable belonging to next week

- the students' pens = the pens belong to the students
- the people's leader = leader of (belonging to) the people

Do not use the apostrophe with personal pronouns: his, hers, its, theirs, yours, ours . For example:

- The work is yours.
- That house is theirs.
- The book is missing its cover.

Do not use an apostrophe with adjectives : For example:

- assignment instructions
- lecture notes

Acronym plurals and dates do not take an apostrophe : For example: DHBs, FAQs, 1930s, 30s .

Resist the temptation to use an apostrophe whenever you see an s.

Capitals

Use capitals for the following :

1. The first letter of the first word of a sentence. For example
 - The woman entered the room.
2. The pronoun I. For example
 - John and I are going to class.
3. Acronyms, which are formed from the first letters of words.
BNZ USA FBI EIT AIDS YMCA WHO For example
 - EIT is an acronym for Eastern Institute of Technology.
 - The World Health Organization = WHO
4. All proper nouns, which include the names of people and their titles, specific places and organizations, and the names of months and days.
Dr Mary Jones, Napier, France, the White House, Tuesday, Students' Association.

5. Headings Follow the APA guidelines for where (and when) to put capitals in headings. APA specifies heading styles for up to five levels of headings (APA, 2020, p. 48).

Heading format, according to the APA, is as follows :

Level 1 Heading (centered, bold, title case; text begins as a new paragraph)

Level 2 Heading (left aligned, bold, title case; text begins as a new paragraph)

Level 3 Heading (left aligned, bold italic, title case; text begins as a new paragraph)

Level 4 Heading. (indented, bold, title case, full stop; text begins on the same line and continues as a regular paragraph)

Level 5 Heading. (indented, bold italic, title case, ending with full stop; text begins on the same line and continues as a regular paragraph)

In title case, most words are capitalized (see APA, 2020, p. 167)

6. When a sentence follows a colon:

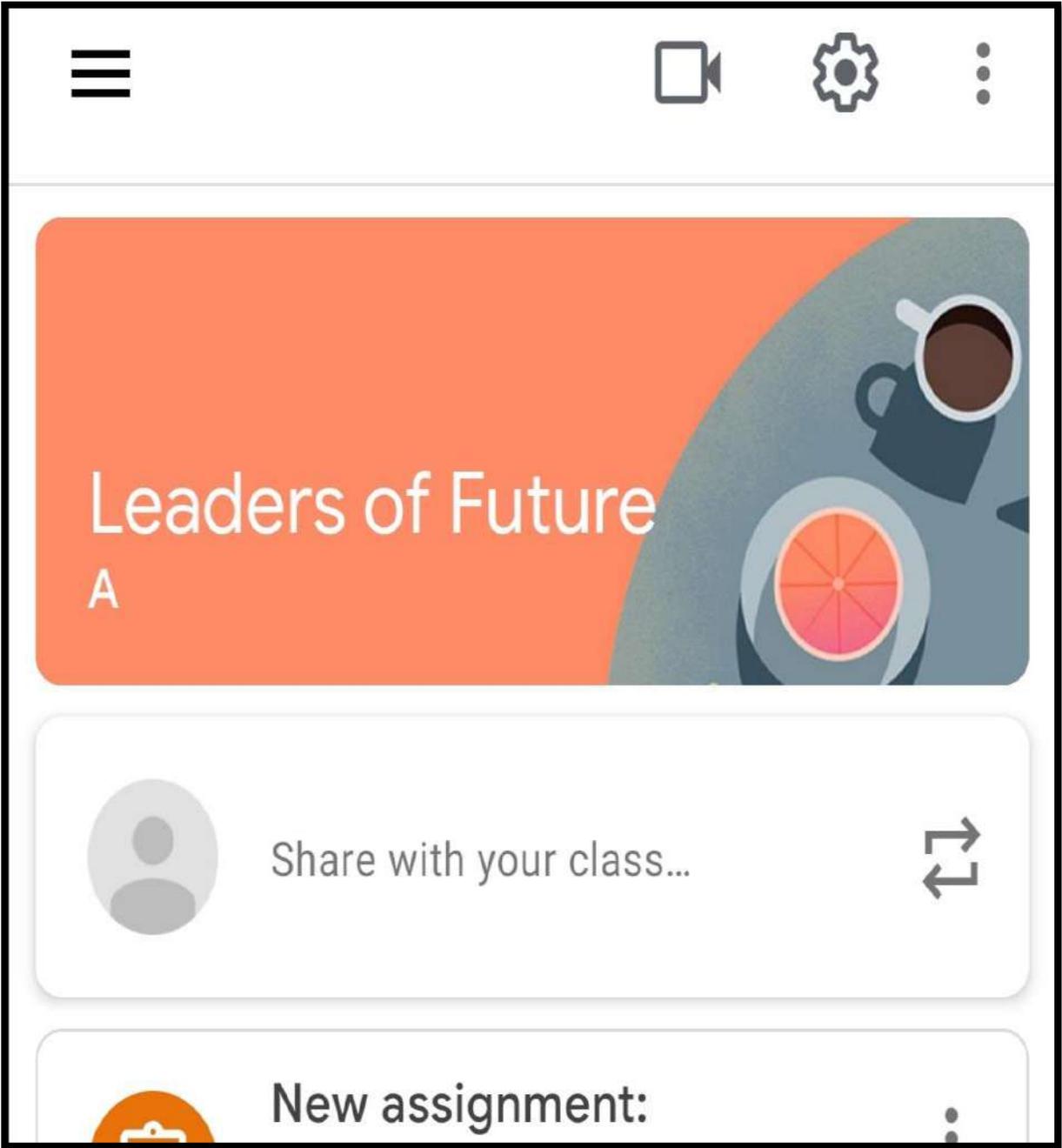
Both parties agreed on the final result: There would be increased participation in meetings by all those involved.

References

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

Appendix (7)

Samples of Students' Works





Kadhim Mohammed
AlShammari



21 May 2021

<https://meet.google.com/lookup/f63quadmny>

Add class comment



Stream



Classwork



People

Activity 4:- -A- المترجم

The word "translation" comes from a Latin term which means "to bring or carry across". Another relevant term comes from the Ancient Greek word of "metaphrasis" which means to speak across and from this, the term "metaphrasis" was born, which means a word-for

Activity 5:- المترجم

ST:	المترجم
SL:	المترجم
TL:	المترجم
TT:	المترجم

Activity 1:- -A- المترجم

Translation:- is the activity of changing spoken or written words into a different language.

Activity 2:-

As a process translation is a human activity which has been practiced by nearly every person at one time or another. As product translation is also used to refer to the product of this human activity.

Activity 3:-

- 1- understanding of the universal truth.
- 2- sharing of beliefs.
- 3- Binding nations.
- 4- social Empowerment.

Q 1 - Translation is the activity of changing spoken or written words into a different language.

Q 2 - As process translation is human activity which has been practiced by nearly every person at one time or another, translation in this sense has abroad sense. The term translation also used to refer to the product of this human activity. Examples civilizations namely the Babylonians, the Assyrians, the Egyptians, the Greek and the Roman civilizations.

Q 3

- 1- contributing to understanding and peace between
- 2- showing respect to strengths and weaknesses of cultures
- 3- Achieving knowledge transfer in simple.

I play football
فأنا أركل كرة
Source language ⇒ English language
Target language ⇒ Arabic language
Source text ⇒ English text
Target text ⇒ Arabic text

Latin text
(writing of Caesars)
↓
Ancient Greek
(writing of Herodotus)
↓
Mesopotamian era
(Gilgamesh translated to Asian
language)
↓
Buddhist monks
(Indian to Chinese)
↓
later periods
(Ancient Greek by Roman poets)
↓
17th century



(A) Activity 1
Translation: is the activity of changing spoken or written words into a different language.

Activity 2
 As process translation is a human activity which has been practiced by nearly every person one. The term also used to refer to the product of his human activity.

Activity 3
 1- understanding of the universal truth.
 2- sharing of beliefs.
 3- Binding nation.
 4- Social empowerment.

Activity 4
 The word "translation" comes from a Latin term *trahere* which means "to bring or carry across". Another relevant term comes from the ancient Greek word *metaphora*.

Activity 5
 ST: *Source Text*
 SL: *Source Language*
 TL: *Target Language*
 TT: *Target Text*

Appendix (8)

Academic Achievement Posttest

Academic Achievement Posttest

Q1: Choose the "restatement" that is closest in meaning to the original sentence. More than one choice may be factually correct, but you should choose the one that is the closest "restatement" of the first sentence: **20 Marks**

1. Whether you're a mother, a mother-to-be or not even thinking about being a mom, there is still something to interest you in this book.

- a. This book offers us a comparison between women who are also mothers and those who are not even thinking of becoming a mother.
- b. All men and women must read this book in order to learn something about what motherhood means.
- c. This book was written by women, for women, about women, whether they are mothers or not.
- d. You would be wise to read this book if you are already a mother, or if you are shortly to become a mother, or even if you have no intention of ever becoming a mother.

2. I'm going to ask him to let me know if he runs across any other such novellas with a historical connection.

- a. I want to know if he can tell me of any historical novellas across which people used to perform running competitions.

- b.** I am going to inquire about how he encountered the historically connected novella while he was running there.
 - c.** I am fond of historical novellas and I think he may help me find more of them; I really enjoyed the one he told me about.
 - d.** Such historical novellas are suitable places to run around and I hope he will tell me all about it if he comes across one.

- 3.** *I would have given you one free of charge if I had known that you had to have one.*
 - a.** You couldn't have known that I was under no obligation to give you one of these free of charge, and kept asking for one.
 - b.** I needn't have given it to you free of charge if you had told me that you had one already.
 - c.** I realized just how necessary it was for you to have one of these and therefore I wanted to give it to you without charging you for it.
 - d.** I wasn't aware that you were in great need of one of these; otherwise, I would have given you one and ask for no money in return.

- 4.** *Driven by an understandable desire to obtain good arable land, the Chalmuks constantly sought to expand their territories by hook or by crook.*
 - a.** The Chalmuks were always after adding new lands to their territories because they were aware that their own lands weren't good enough for crop plantation.
 - b.** Not stimulated adequately enough by their greed for good arable soil, The Chalmuks were always occupying their neighboring countries' territories.

- c. The Chalmuks, who were a peaceful agrarian people, were always after purchasing new territories to expand their crops plantations.
 - d. Their neighbors were always willing to forfeit some of their good arable land to the Chakmuks in the name of good neighbourly relations.
5. *Alas! A friend of mine had warned me that selling such a large quantity of shares without consulting an expert might be rather unwise.*
- a. I am sorry that I did not heed my friend's advice; he had advised me to consult an expert if I was intending to sell any such large quantity of shares.
 - b. Damn it! I had been warned by a friend of mine that selling such a large quantity of shares without an expert's permission might be quite unwise.
 - c. My friend Alas had told me that it would be far better to seek some professional advice before selling so many shares; I am so sorry I did not heed his warning.
 - d. Unfortunately, a friend of mine informed me that only an expert would be able to sell such a large quantity of shares.
6. *No one disagrees that the environment has to be protected, but should this really take priority over economic development?*
- a. It is agreed by all that the importance of economic development cannot be ranked below that of environmental protection.
 - b. Everyone agrees that protection of the environment is a must, but some think that economic development is even more important.
 - c. No one disagrees that environmental protection should be put before all else, including economic development.

- d. While not neglecting the importance of environmental protection, everyone agrees that economic development should really be given priority over it.

7. I have no idea how he may be persuaded that the project is already anything but stillborn

- a. I just don't know how anyone will manage to make him understand that this project is already dead.
- b. That the project was still not born was what we failed to make him understand.
- c. We will have to do something to make him believe that the project is still not born.
- d. I don't know what we can do to make him understand that the project has not been born yet.

8. I very much doubt that he is experienced enough to be given a position of such responsibility.

- a. I very much doubt that a responsible job of that description requires someone with a great deal of experience.
- b. He must be given a chance to prove that he is experienced enough to take on such a responsible post.
- c. I'm not at all sure that he will fail in that responsible position despite his lack of adequate experience.
- d. I am almost certain that he's not experienced enough to be appointed to such a responsible position.

9. However much effort she put into it, she could not put things right between herself and her husband.

- a. Her relationship with her husband came to a breaking point because she was unable to put more effort into it than she actually did.

- b. Any improvement in the relation of a husband and wife requires that she must truly sacrifice her pride and direct all her efforts toward that happy end.
- c. She tried all she could, but her relationship with her husband showed no improvement.
- d. She ought to have made more of an effort if she really had wanted the future look brighter for her marriage.

10. However hard he tries, he will never again enjoy the confidence of his wife as much as he did before.

- a. He will hardly try to win his wife's confidence although he never enjoys himself without it as much as before.
- b. He no longer tries to win his wife's confidence as he is now convinced he can never have it as wholly as before.
- c. If only he'd try a little harder, he would sooner or later have confidence in his wife as much as he did before.
- d. No matter what he does, she is not likely to trust him ever again in the same degree as she used to.

Q2: Translate the following block of writing as you understand it:

8 Marks

Sam is a real cool cat. He never blows his stocks. He hardly ever flies off handle. What is more, he knows how to get away things. Well, of course, he is getting on too. His hair is pepper and salt, but he knows how to make up for lost time by taking it easy. He gets up early, works out, and turns in early. He takes care of the hot dog stand like a breeze until he gets time off. Sam's got it made; this is it for him.

Q3: Identify the translation strategy applied in translating the following sentences? How can you improve your answer? 10 Marks

a. That child is intelligent
ذاك الطفل يكون ذكي

b. Mary wanted to take tea
ماري أرادت أن تأخذ شاي

c. He is living from hand to mouth
هو عائشاً من يد إلى فم

d. Please, stay with me on the campus
من فضلك ابق معي على الحرم الجامعي

e. This man is a big shot
هذا الرجل يكون كبيرة رمية

Q4: Answer the following questions:

1. Do you think that translation is important in the educational field?
Support your answer with examples. **6 Marks**
2. Can you add other problems that may face students in translation other than the discussed ones? **6 Marks**

Appendix (9)

Scores of the Research Groups in the Achievement Posttest

Group	Experimental	N	Score										
		1	38	8	36	15	44	22	36	29	38	36	42
2	38	9	42	16	42	23	38	30	40	37	36		
3	44	10	44	17	40	24	36	31	38	38	34		
4	44	11	40	18	38	25	38	32	48	39	44		
5	40	12	38	19	38	26	48	33	38	40	36		
6	40	13	40	20	40	27	40	34	44	41	34		
7	38	14	44	21	36	28	36	35	36	42	40		
Control	1	28	9	37	17	40	25	36	33	25	41	40	
	2	30	10	38	18	36	26	28	34	40	42	38	
	3	38	11	38	19	38	27	31	35	30	43	38	

		4	30	12	27	20	34	28	36	36	32	44	30
		5	40	13	40	21	38	29	32	37	36	45	34
		6	36	14	40	22	26	30	39	38	40		
		7	36	15	36	23	30	31	32	39	40		
		8	29	16	34	24	30	32	33	40	33		

Appendix (10)

Creative Writing Skills Posttest

Creative Writing Skills Posttest

Test Instructions

-  The test consists of **Ten Question**, you have to read each one of them well before answering.
-  You have to **Answer All the Questions**. Leaving even a **part** of any question will affect your marking.
-  The total mark is **100** distributed in an equal way.
-  The total test time is **120 Minutes**.
-  Use Pens. Pencils are not allowed to be used.
-  If you faced any ambiguity, do not hesitate to ask the tester.
-  Try to use your own words and style if needed.
-  Make your writing as neat and readable as possible.

Q1: Translate these statements into nominal/ verbal structures:

1. This is an important factor of the writer-reader relationship.
2. What's up?
3. We need your help.
4. This is no man's land.
5. The picture is by no means clear.
6. Everybody is required to do his/ her job well.
7. Won't you tell me the whole truth?
8. I don't understand what you mean.
9. Writing his duties properly, he passed the exam easily.
10. Get well soon .

Q2: Spell out this passage into Arabic. Be careful with the underlined phrasal verbs of "MAKE". Remember that phrasal verbs are idioms.

"One day I went on a car tour with my family to the seaside. We were six people and had to **make room for** a seventh person, my aunt, in our small car! My father **made arrangements for** the whole family to stop for two hours at every town on our way to the sea. We tried to **make the best of** our tour and enjoy every minute of it. We also **made use of** our time, especially the children who did good things such as **making paper into** planes and ships. We **made towards** a large forest on the main road just off the seaside. My father **made up his mind** and decided to **make his way through** it. A short time later, we got off the car to have a barbecue lunch underneath a big tree **on** which birds had **made** their nests. There we **made friends with** a nice family we met by chance for the first time. We all **made ready** to have lunch together. All children **made themselves useful** by collecting wood for fire. We really enjoyed it that day. At sunset, we **made our way back** to our home town. Indeed, we all had a good time and **made the most of** our tour."

Q3: Complete the following statements/ paragraphs:

1. Faithful translation iscentered translation.
2.translation is not natural and easily comprehensible.
3.translation concentrates on content and meaning
4. SL word order is saved when adopting.....translation.
5. As for everyday greetings,.....translation is preferred, especially for colloquial phrases.
6. In free translation, the most important features are the,, and..... , not or
7. Paraphrasing is a procedure used in.....translation.
8. Word for word translation deals with.....structures, literal translation concentrates on.....structures but faithful translation focuses on.....structures.
9. The most important assumption of translation is that translation should read like the original.
10. Idiomatic translation deals with and which are not present in the Idiomatic translation is the kind of translation in which a translator wants to achieve since it is like the SL text in the TL. He has some difficulties in achieving an accurate of the idiomatic idea, which suggests that translations consist of literal transfer of the and idiomatic translation of the sense of the text.

Q4: Outline the following cultural- specific terms referring to the translation procedure(s) to be used.

1. A fox is not taken twice in the same snare.
2. Acid rain is harmful.
3. Finally, I got the music notes.
4. He was obliged to sign on the dotted line.
5. Himalayas separate the plains of the Indian subcontinent from the Tibetan Plateau.
6. In 330 BC, Persia was conquered by Alexander the Great.
7. India exports Tamarind.
8. My brother used to play cricket.
9. Sam likes the Rock.
10. Software & hardware.

Q5: A: Derive the following text into English communicatively. Then, mention the strategy you will follow in your translation

عندما عدت لتناول العشاء لم يكن عمي قد عاد إلى البيت بعد، فقد كان الوقت ما يزال مبكراً على عودته، فجلست أنظر إلى ساعة الحائط لبعض الوقت وعندما بدأ صوت دقاتها يزعجني غادرت الغرفة وصعدت الدرج إلى الجزء الأعلى من البيت، وقد حررتني الغرفة الباردة والفارغة والداكنة فجعلت أتحرك من غرفة لأخرى وأنا أغني. ثم شاهدت من الشباك الأمامي رفقائي يلعبون في الشارع حيث وصل صراخهم إلي خافتاً مشوشاً فطأطأت رأسي على الزجاج البارد ونظرت إلى البيت المظلم حيث كنت أعيش.

B:

Derive the following jokes to Arabic taking into account the cultural differences in the sense of humor:

1. An Indian man wins 1 million dollars, then calls his wife "Honey, pack your stuff I won a million dollars", wife responds: "Honey, should I pack heavy or light clothes?", Husband: "Who cares, just pack and leave because I don't want to see you when I come home!"
2. Do not be racist, be like Mario. He's an Italian plumber, made by Japanese people, who speaks English, looks like a Mexican, jumps like a black man, and grabs coins like a Jew!

Q6: Consider the following statement, then answer the questions related to it:

" One of the main differences between English and Arabic grammar is that English has verbal sentences only (in the sense that every grammatical English sentence should contain a main verb), whereas Arabic has both verbal and nominal sentences."

NOW, in YOUR OWN WORDS, Point out to the core differences in detail.

Q7: Specify the type of the following idioms (Direct/ Indirect/ Phrasal), then translate the sentences into English communicatively.

1. He killed his neighbor in cold blood.
2. Leave everything to her. She has broad shoulders.
3. Let us turn a new page.
4. My car is second hand.
5. My uncle found out that his illness was serious.
6. Passing the exam is not a bed of roses.
7. The bribed clerk was given the sack yesterday.
8. The mother barked out when her child had fallen down.
9. There is a black sheep in every family.
10. You always argue back every time I say something.

Q8: Criticize the problems that may face you when you want to translate word order. Try to use your own words.

Q9: Define the term "Translation" and trace its historical origins, then differentiate between SL and TL with examples.

Q10: Classify the following proverbs into their types (Absolute Equivalence, Similar Equivalence, Different equivalence)

1. A stitch in time saves nine.
2. A wolf in a sheep's clothing.
3. All that glitters is not gold.
4. Better to be safe than sorry.
5. Charity begins at home.
6. Enough is as good as a feast.
7. No smoke without fire.
8. Poverty is no sin.
9. Two minds are better than one.
10. When in Rome, do as the Romans do.

Lots of Luck

Appendix (11)

Scores of the Research Groups in the Creative Writing Skills Posttest

Group	Experimental	N	Score										
		1	58	8	70	15	63	22	50	29	58	36	75
2	68	9	70	16	58	23	70	30	55	37	58		
3	80	10	60	17	83	24	63	31	83	38	53		
4	58	11	70	18	80	25	70	32	95	39	58		
5	73	12	78	19	70	26	93	33	65	40	55		
6	70	13	93	20	63	27	60	34	78	41	50		
7	68	14	70	21	58	28	68	35	55	42	80		
	Control	1	40	9	60	17	60	25	60	33	65	41	60
		2	40	10	35	18	40	26	51	34	50	42	65
		3	33	11	45	19	45	27	48	35	37	43	50

		4	40	12	30	20	50	28	55	36	63	44	24
		5	53	13	58	21	40	29	40	37	65	45	45
		6	55	14	27	22	50	30	51	38	63		
		7	40	15	45	23	55	31	32	39	48		
		8	23	16	50	24	42	32	32	40	45		

Appendix (12)

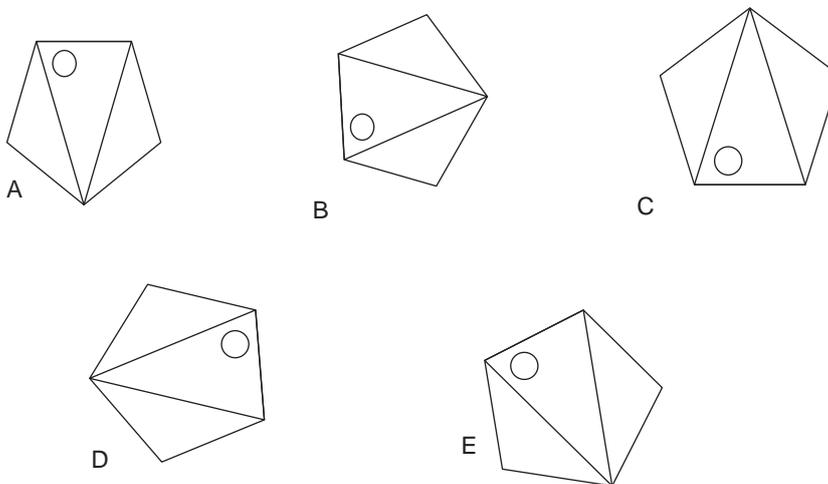
Ages of the research groups (Calculated in Months)

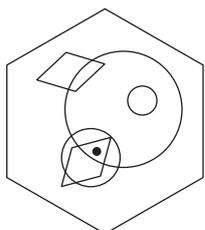
Group	Experimental	N	Score										
		1	261	8	280	15	257	22	275	29	58	36	360
2	253	9	330	16	283	23	284	30	260	37	274		
3	264	10	250	17	283	24	276	31	276	38	285		
4	314	11	239	18	258	25	285	32	262	39	258		
5	267	12	252	19	320	26	280	33	259	40	286		
6	298	13	252	20	291	27	269	34	270	41	275		
7	287	14	269	21	251	28	250	35	269	42	251		
Control	1	261	9	287	17	297	25	309	33	270	41	253	
	2	273	10	252	18	253	26	251	34	259	42	288	
	3	278	11	252	19	252	27	267	35	253	43	261	
	4	252	12	263	20	267	28	286	36	273	44	269	

		5	250	13	290	21	253	29	291	37	263	45	274
		6	262	14	268	22	262	30	282	38	256		
		7	274	15	263	23	269	31	248	39	274		
		8	266	16	269	24	285	32	262	40	280		

Appendix (13 a.)
Intelligence Test

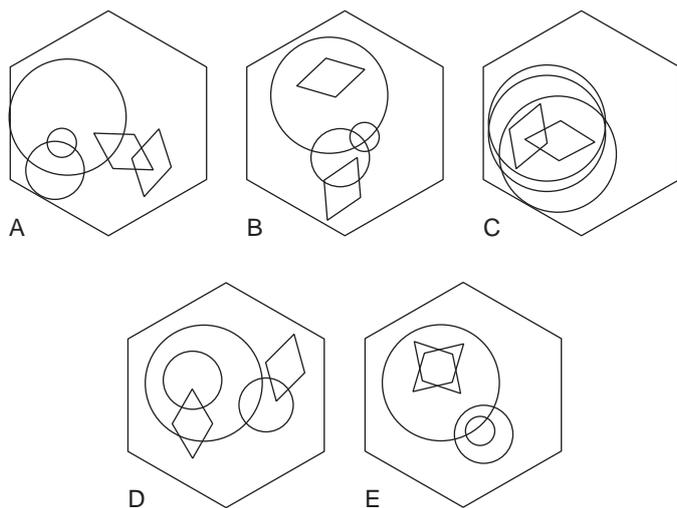
1- Which is the odd one out?



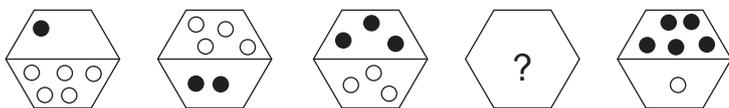


2

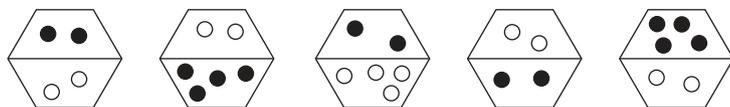
To which hexagon below can a dot be added so that it then meets the same conditions as in the hexagon above?



3

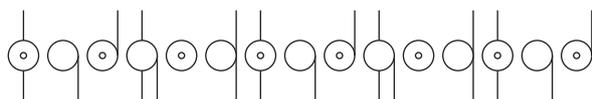


Which is missing?



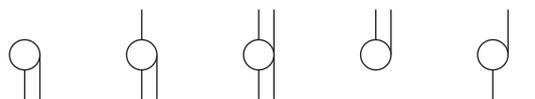
A B C D E

4



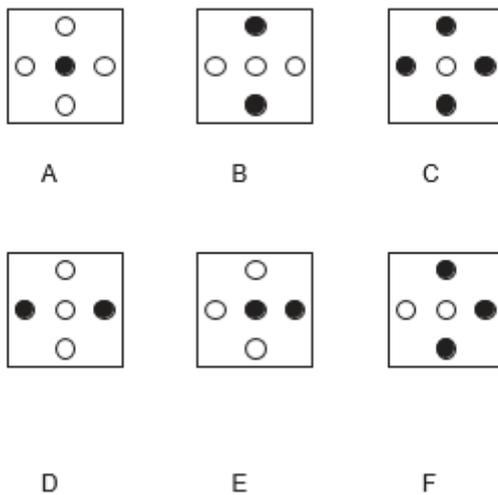
?

What comes next?

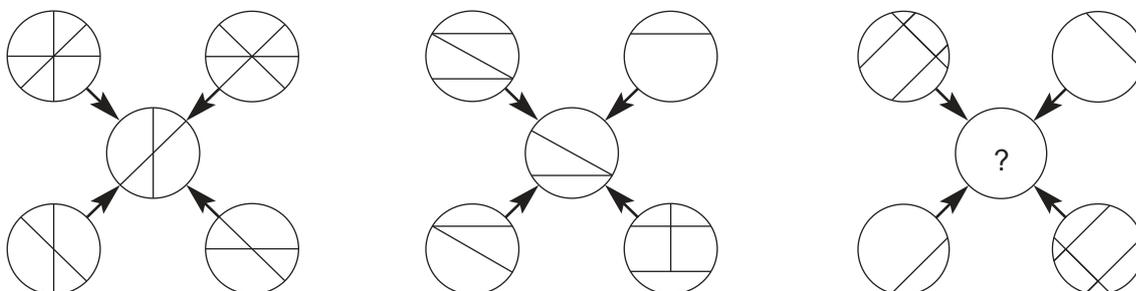


A B C D E

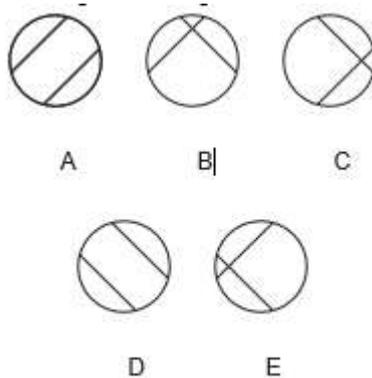
5- Which is the missing tile?



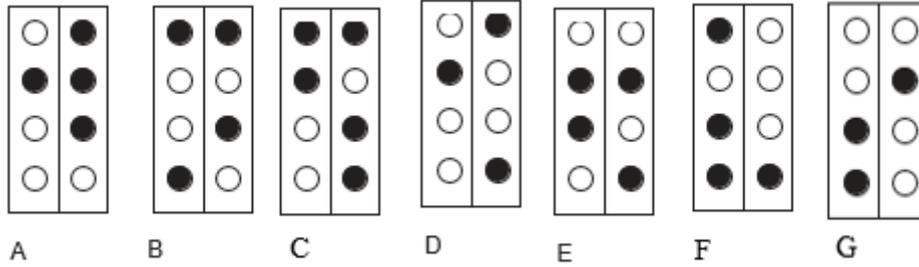
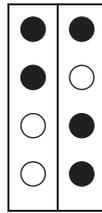
6



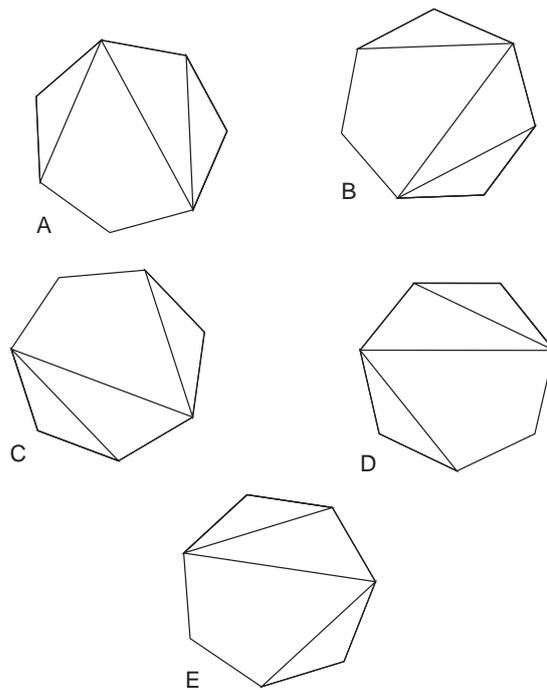
Which circle should replace the question mark?



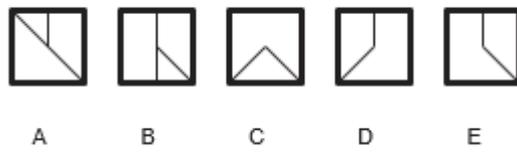
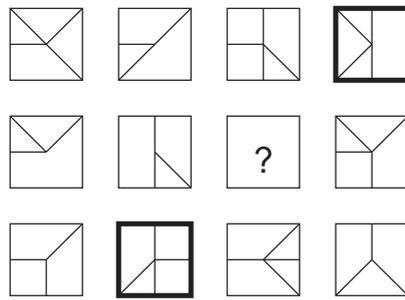
7 Which is the odd one out?



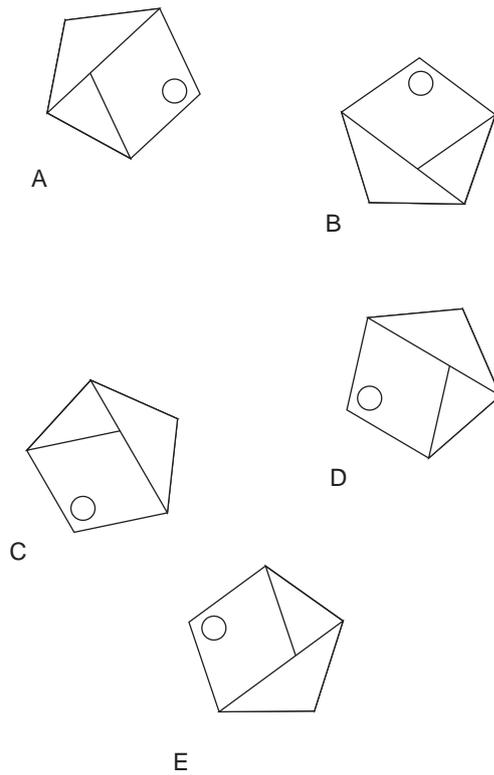
8 - Which is the odd one out?



9 - Which square should replace the question mark?



10 Which is the odd one out?



11 R N Y D E P N D ?
 A E R E V O A I ?
 C P T R E L C D ?

What letters should replace the question marks?

12 onerously, honeymoon, pioneered, wagonette

What word below continues the above sequence?

prisoners, aborigine, cautioned, erroneous, astronomy
 (Hint:page 205)

13

1	0	7
2	3	6
3	4	3
5	7	9
?	?	?

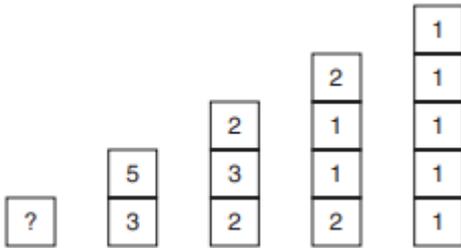
What numbers should replace the question marks?

14

N	T	G	I	F	H
P	R	K	M	?	L

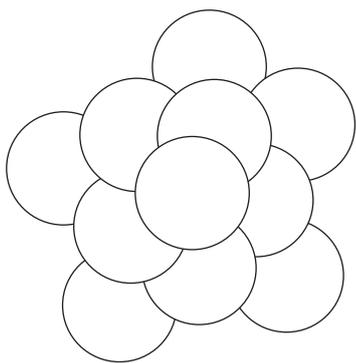
What letter should replace the question mark?

15



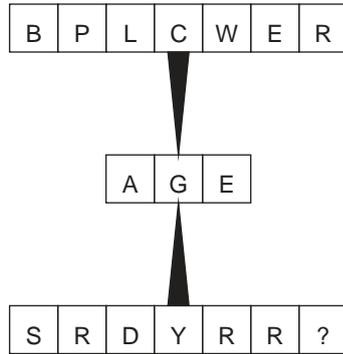
What number should replace the question mark?

16



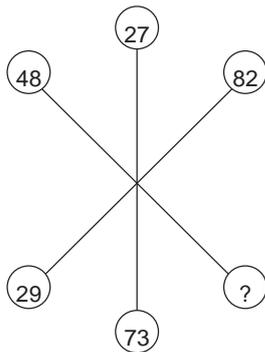
How many circles appear above?

17



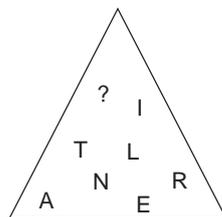
What letter should replace the question mark?

18



What number should replace the question mark?

19

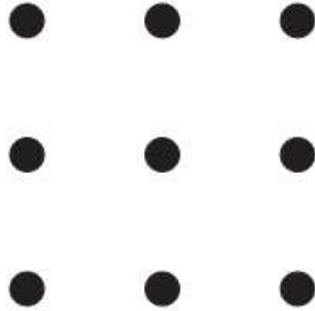


What letter should replace the question mark?

20 WAVE = 13 TAXI = 8 HALT = 10 FAIL = ? LINK = 9

What value is FAIL?

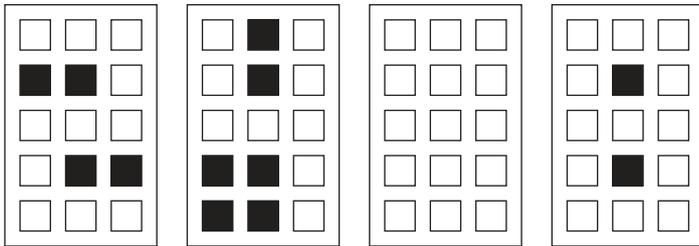
21



Join all nine dots with four straight lines without taking your pencil off the paper.

22 ENEI = 78
 URON = 41
 NESE = 97
 ??? = 86

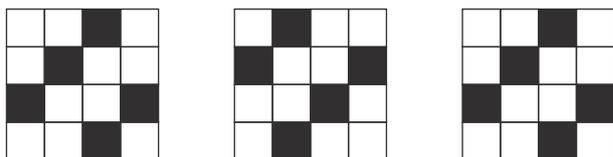
23



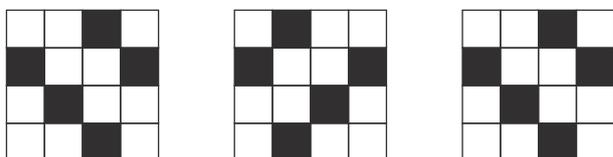
Which windows in the third figure should be blacked out?

24- What is it that when you remove the whole you still have some left?

25



1 2 3

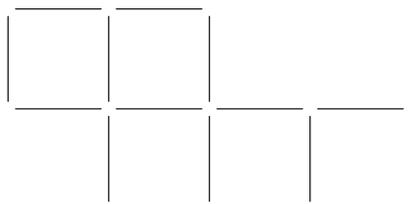


4 5 6

Which is the odd one out?

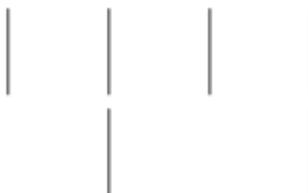
(Hint:page 205)

26



Reposition two only (no more, no less) of the sticks, so that you end up with four squares of equal size and no sticks left over.

27



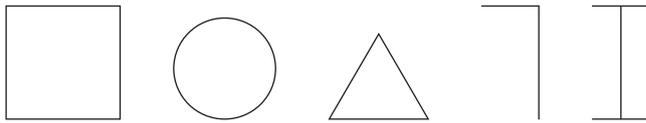
Add three sticks to form three squares without disturbing any of the other sticks.

28- A man is working on the edge of the roof perimeter at the very top of the Empire State Building in New York. He slips and falls off the ledge he is working on and falls onto the concrete below.

He only suffers very mild concussion and a sprained wrist. Why?



What comes next?



30 sunflower, among, statuette, Sweden, enthusiasm, befriend, ?

What completes the above list?

abbreviated, Denmark, hopelessness, insatiable, criminal

(Hint:page 205)

Appendix (13 b.)

Answers of the Intelligence Test

1. C: the rest are the same figure rotated.
2. D: so that the dot appears in the diamond and two circles.
3. B: the black dots increase by 1 each time and alternate top/ bottom. The white dots decrease by 1 each time and alternate bottom/ top.
4. B: every alternate circle contains a dot, every fourth circle contains lines middle of top and bottom; starting at the second circle, every alternate circle contains a right bottom line and starting at the third circle every fourth circle contains a right top line.
5. F: looking at rows and columns, in each horizontal and vertical line of dots, just one in each line of three dots appears black in each row and column.
6. B: Only lines that appear in the same position just twice in the four surrounding circles are transferred to the center circle.
7. D: A is the same as F with black/white dot reversal. Similarly, B is the same as E and C is the same as G.
8. E: the rest are the same figure rotated.
9. E: the box with the black border is the combination of the remaining three boxes in the same row, except where lines appear in the same position in any of these three boxes, in which case they are cancelled out.
10. D: the rest are the same figure rotated
11. E

T

A

Read up each column in turn in each square to spell out the words ‘carpentry’, ‘redevelop’ and ‘candidate.’

12.prisoners: the letters ‘one’ appear in the sequence one*****,
*one*****, **one****, ***one***, ****one.**

13.922: $107+236=343$, $236+343=579$, $343+579=922$

14.J: Each group is a set of alternate letters of the alphabet, FgHiJkL.

15.9: the totals of the columns decrease;9,8,7,6,5.

16.Just one: the one in the middle. No other circles appear, just arcs.

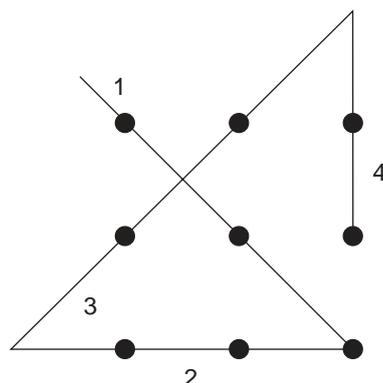
17.L: to spell BAGEL. Take the first letter on the top row with the last letter on the bottom row, etc., which plus the AGE in the middle spell out BAGEL, PAGER, LAGER, CAGEY, WAGED, EAGER and RAGES.

18.85:reverse the numbers at the top and add 1 to the digit originally on the left.

19.G: so that the letters inside the triangle can be rearranged to spell the word ‘triangle.’

20.9:it is the number of straight lines in each word.

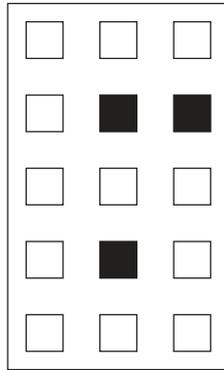
21.



Many people have difficulty with this type of question because they do not think of using the space outside the boundary of the dots.

22. HTSI: eigHT; Six

23.

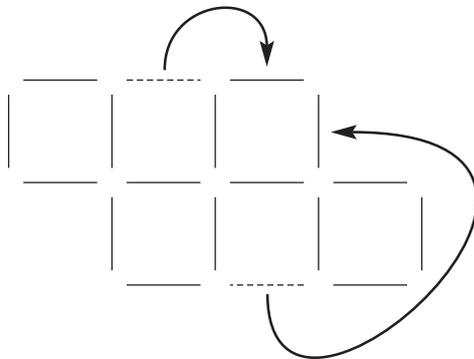


Look at the white squares only and the numbers 2 4 6 8 will appear.

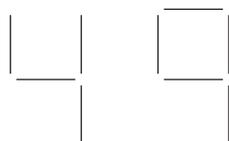
24. The word: wholesome

25.2: every other set is a mirror image of its adjacent set, to the left, right, above or below

26.

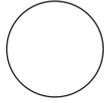


27



The numbers 4, 9 and 49 are all squares.

28. He falls off the edge inwards onto the top of the roof, rather than onto the road below.



Turn the page onto its side and look at the figures from the righthand side. The letters K L M N will appear. The next in sequence is therefore O.

30. insatiable: the abbreviated letters of the week appear in the words:

sunflower, among, statuette, Sweden, enthusiasm, befriend and insatiable

Appendix (13c)

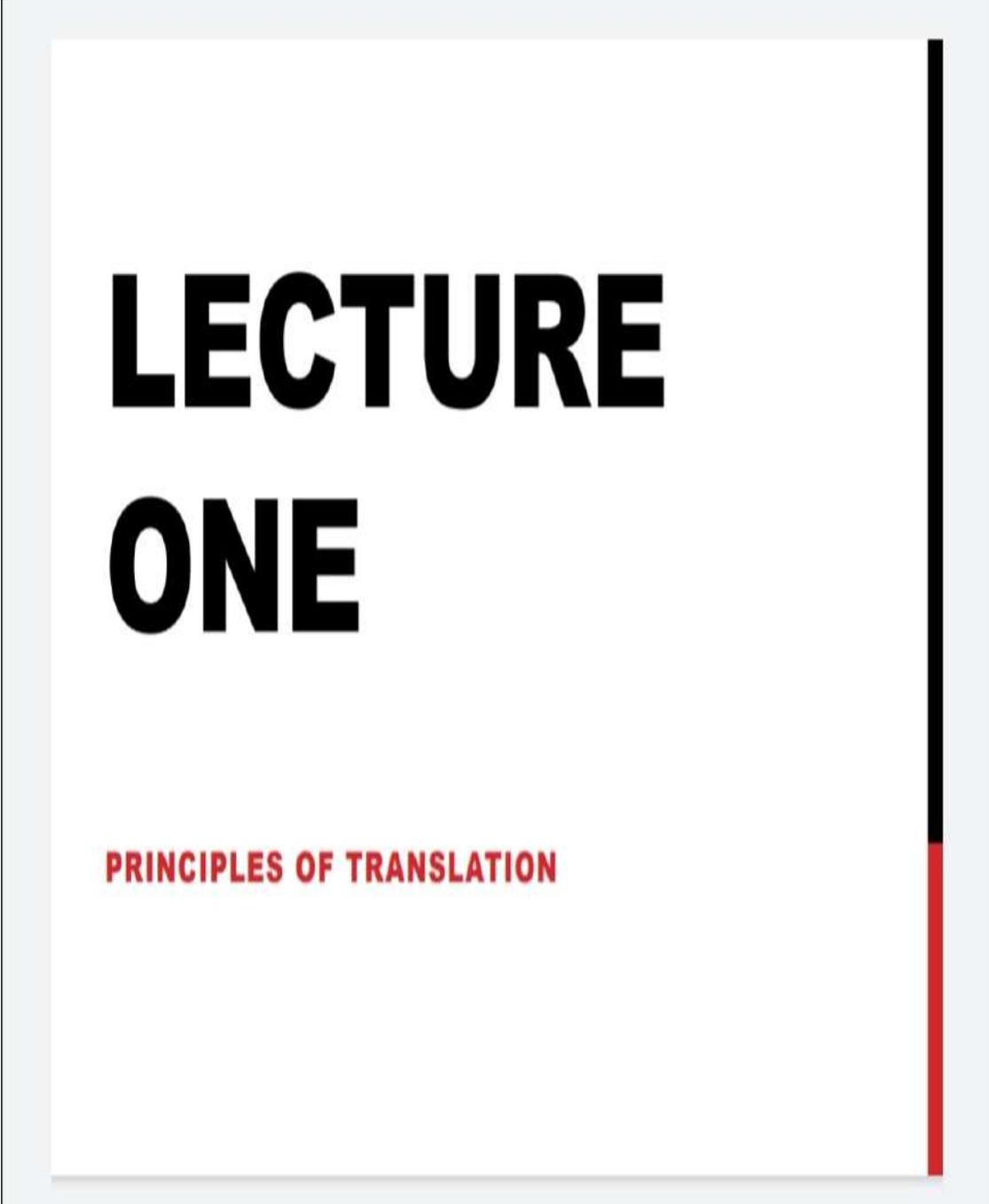
Intelligence Test Scores

Group	Experimental	1	22	8	40	15	32	22	40	29	36	36	47
			2	31	9	33	16	44	23	49	30	25	37
		3	41	10	42	17	38	24	32	31	44	38	39
		4	33	11	43	18	35	25	40	32	57	39	45
		5	46	12	30	19	41	26	23	33	40	40	38
		6	34	13	51	20	40	27	39	34	39	41	40
		7	37	14	41	21	40	28	36	35	30	42	52
	Control	1	40	9	48	17	42	25	40	33	38	41	45
		2	40	10	28	18	35	26	23	34	41	42	40
		3	42	11	41	19	50	27	39	35	32	43	39
		4	45	12	37	20	34	28	36	36	42	44	20
		5	33	13	30	21	41	29	40	37	30	45	22
		6	36	14	34	22	40	30	46	38	38		

		7	31	15	30	23	49	31	37	39	34		
		8	43	16	38	24	32	32	46	40	33		

Appendix (14)

Samples of PowerPoint Presentations



LECTURE ONE

PRINCIPLES OF TRANSLATION

WHAT IS TRANSLATION?

It is a process of transferring messages across linguistic and cultural barriers and a communicative language teaching activity.

Translation is the activity of changing spoken or written words into a different language. This means that it is a process of having a source text (ST) and a target text (TT) that should be definitely in different languages. The source language (SL) is the language to be translated and the target language (TL) is the language which the text is going to be translated into.

THE PURPOSES OF TRANSLATION

1. Contributing to understanding and peace between nations, groups and individuals.
2. Achieving knowledge transfer in a simple, proper and accessible language, especially related to technology transfer.
3. Showing respect to strengths and weaknesses of cultures, giving common humanity based explanations and mediating between cultures.
4. Translating the world's great books and the universal works such as poetry, drama, fiction, religion, philosophy, history, the seminal works of psychology, sociology and politics, and works of individual and social behaviour.
5. Providing some general help or a skill which is called for the acquisition of a foreign language.

LECTURE TWO

TRANSLATION THEORIES

TRANSLATION THEORIES

There are two translation types as SL emphasis and TL emphasis.

SL Emphasis: *Semantic Translation*

- ❖ Word-for-word Translation,
- ❖ Literal Translation,
- ❖ Faithful Translation.

TL Emphasis: *Communicative Translation*

- ❖ Free Translation,
- ❖ Adaptation,
- ❖ Idiomatic Translation,
- ❖ Pragmatic Translation.

SL EMPHASIS: SEMANTIC TRANSLATION

Semantic translation is a type of translation whose purpose is to find a semantic equivalence in the translation of the SL to the TL. It pays special attention to the content and meaning of the message rather than the effect. It might be considered as a type of literal translation. Literal translation is a sort of word-for-word translation while semantic translation must also express the meaning.

TL EMPHASIS: COMMUNICATIVE TRANSLATION

This type of translation attempts to render the exact contextual meaning of the original text in such a way that both content and language are readily acceptable and comprehensible to the reader. It is particularly suitable when translating conventional formulae or proverbs and it involves some levels of cultural approximation. Communicative translation aspires to create the same effect created by the SL text on the TL reader. Though it is not as accurate as semantic translation which sticks to the original text, it communicates the meaning at the expense of accuracy. However, it is preferred by many translators because it resorts to concepts that are more familiar to the TL reader on cultural and social levels. It is usually used for culturally specific idioms, proverbs or clichés where the translator replaces a SL word or concept with one that already exists in the TL. Communicative translation concentrates on the message and the main force of the text, tends to be simple, clear and brief, and is always written in a natural and resourceful style. For some linguists, communicative translation 'is produced, when, in a given situation, the ST uses a SL expression standard for that situation, and the TT uses a TL expression standard for an equivalent target culture situation'. Study the following examples:

- ❖ Charity begins at home.
- ❖ الأقرابون أولى بالمعروف.
- ❖ Diamonds cut diamonds.
- ❖ لا يقل الحديد إلا الحديد.

which is equivalent to iron in English. Literal translation حديد Notice here that 'diamonds' is rendered by would not convey the message here. In Arabic 'diamond' has positive associations related to beauty and noble characteristics while iron is associated with strength and physical power.

LECTURE THREE

TRANSLATION STRATEGIES

STRATEGIES AND PROCESSES OF TRANSLATION

- Syntactic strategies

These local strategies change the grammatical structure of the target text in relation to the source text. Although most of the strategies are applied because a literal translation is not appropriate.

1. Literal translation
2. Loan translation
3. Transposition
4. Unit shift
5. Paraphrase structure change
6. Clause structure change
7. Sentence structure change
8. Cohesion change
9. Level shift
10. Scheme change

STRATEGIES AND PROCESSES OF TRANSLATION

- Semantic strategies

The second group is semantic strategy which has its own subcategories.

1. Synonymy
2. Antonymy
3. Hyponymy
4. Converses
5. Trope change
6. Abstraction change
7. Distribution change
8. Emphasis change
9. Paraphrase strategy

STRATEGIES AND PROCESSES OF TRANSLATION

- Pragmatic strategies

1. Cultural filtering
2. Explicitness change
3. Information change
4. Interpersonal change
5. Speech act
6. Visibility change
7. Coherence change
8. Partial translation
9. Trans-editing

LECTURE SIX

TRANSLATING IDIOMS

TRANSLATING IDIOMS

An idiom is a fixed phrase whose form is usually unchangeable, and whose meaning is always the same, inflexible, metaphorical and indirect. For example, 'hard task' can be translated directly into (مهمة شاقة); whereas 'tall order' cannot because it should not be translated into an unclear (أمر/نظام طويل) in Arabic, but into (مهمة شاقة) as a fixed, indirect meaning. Therefore, the former is not an idiom whereas the latter is.

TRANSLATING IDIOMS

1. Group 'A': The discussion of the translation of English idioms into Arabic can be traced through the following three groups:

1. "Passing the exam is not a bed of roses": (التعاج في الامتحان ليس طريقاً سهلاً بالبريد)
 2. "A true friend does not stab in the back": (الصديق الحقيقي لا يظن في الظهر)
 3. "You scratch my back and I scratch yours": (منكلي مكلكم/مسكتي وقطعتكم/أكلن وأكلن)
 4. "He killed his neighbour in cold blood": (قتل جاره بدم بارد)
 5. "You make my blood boil by your bad manners": (إنك تجعل الدم يغلي في عروفي بسفوكات السيور)
 6. "It was the straw that broke the camel's back": (كانت القشة التي قصمت ظهر الحمار)
 7. "High prices are a daylight robbery": (الأسعار الباهظة سرقة في نضح النهار)
 8. "Our dear aunt is at death's door": (خالدة العزيزة على أبواب الموت)
 9. "They needed the job, so they signed on the dotted line": (كانوا بحاجة إلى العمل لذا وقعوا على خط ممتد)
 10. "She cannot believe her eyes ears": (لا تستطيع أن تصدق عينيها/أذنيها)
 11. "Their company is on the black list": (مركبتهم على القائمة السوداء)
 12. "Why do you wash your dirty linen in public": (لماذا تبيض فضيلتك في السوق العامة؟)
 13. "Some people put the cart before the horse": (يضع بعض الناس العربة أمام الحصان)
 14. "The man is rolling in money": (ذاك الرجل يظلم في المال كظلم ذلك الرجل في الرزق)
 15. "people were driven to war like lambs to the slaughter": (سوق الناس إلى الحرب كسوق الأغنصاء إلى الذبح)
- [كنا] [تساق] [التعاج] [ال] [التلج] [الـسج]
16. "They apply the law of the jungle": (اقوم بظلمون طريقة الغاب)
 17. "Ladies and gentlemen - read me your card": (ساقون وسيدات! ألقوا بطاقتكم/أقراؤا لي بطاقتكم)
 18. "He serves two masters": (إنه يخدم اثنين/يخدم اثنين على السواء)
 19. "Let us turn a new page": (الفتح صفحة جديدة)
 20. "His name was on the tip of my tongue": (كان اسمه على راس لساني)

TRANSLATING IDIOMS

These are direct explanations of the idioms under discussion. However, the students of translation need to concentrate on translating, not explaining English idioms into Arabic equivalents. Explanation is acceptable only when translation is not possible for a good reason.

The **problem** for the students is to have access to the equivalent idiom in Arabic. The **solution** is possibly not difficult for two reasons:

1. Such idioms are favourable for the students as well as for some pedantic teachers. Therefore, their translation is interesting for both of them.

2. The idioms of this group have direct, identical equivalents in Arabic. So, if the students translate them directly, they may get many of them right.

Thus, students can rely on the literal translation of these idioms. However, when such translation is not understood, funny or quite strange, they should realize that literal translation is useless, as the idioms of group 'B' prove.

Appendix (15 a.)

Behavioral Objectives (First Version)

1. Students are able to better understand differences and similarities between the cultural heritage of different countries .
2. Students are able to reflect on various elements of cultures .
3. .Students are able to acquire the theories and techniques of translating various texts from English into Arabic ..
4. Students are able to analyze idiomatic expressions .
5. Students are able to analyze literary devices.
6. .Students are able to analyze the problems of translation in the translated text
7. Students are able to analyze translation products based the methods, techniques, and procedures of translation .
8. Students are able to arrange and organize paragraphs .
9. Students are able to assess the translation products .
- 10.Students are able to be aware of their resources and enhance their creative thinking and problem-solving skills .
- 11.Students are able to check the linguistic accuracy in forming and constructing sentences .
12. .Students are able to clarify ideas .
- 13.Students are able to create and develop texts based on different inputs .
- 14.Students are able to deal with culture shock .
- 15.Students are able to define proverbs .
- 16.Students are able to dictate words correctly .
- 17.Students are able to differentiate between the source and target culture .
- 18.Students are able to diversify between informative and constructive styles .
- 19.Students are able to divide the topic into an introduction , presentation and conclusion .
- 20.Students are able to employ a range of techniques to support and develop the ability to translate from L2 to L1 .

21. Students are able to employ previous experiences in writing the topic .
22. Students are able to equalize idioms in the source and target languages .
23. Students are able to equalize proverbs in the source and target languages .
24. Students are able to establish a closer connection among themselves in the group .
25. Students are able to evaluate the translation products .
26. Students are able to expand their vocabularies .
27. Students are able to explore and gain new insights into a chosen topic .
28. Students are able to express each idea in as many details as possible that clarify its meaning .
29. Students are able to express ideas in a concise, but influential manner .
30. Students are able to figure out difficulties and problems they may face in translation .
31. Students are able to give the intended meaning in a short and impressive way .
32. Students are able to identify and sort items according to their categories .
33. Students are able to identify approaches to translation which emphasize the learning process rather than merely the end product .
34. Students are able to know different cultures and explore cultures through language .
35. Students are able to make connections between different concepts .
36. Students are able to notice and describe details .
37. Students are able to notice and force connections .
38. Students are able to overcome difficulties and problems they may face in translation .
39. Students are able to practice both self-reflection and writing regularly .
40. Students are able to practice translating various texts .

41. Students are able to realize that free translation is more effective than direct translation .
42. Students are able to recognize and understand the meaning of idioms .
43. Students are able to reflect on the process of entering a new culture and the challenges connected with it .
44. Students are able to self-reflect and identify their strengths , abilities, skills and talents .
45. Students are able to share personal schedules which can help to improve interpersonal understanding and connection within the group .
46. Students are able to tighten up their work and edit texts of their own and their colleagues .
47. Students are able to translate daily and cultural elements
48. Students are able to translate idioms into the source language figuratively .
49. Students are able to translate idioms into the target language figuratively .
50. Students are able to translate jokes from Arabic into English .
51. Students are able to translate jokes from English into Arabic .
52. Students are able to translate paragraphs from Arabic into English .
53. Students are able to translate paragraphs from English into Arabic .
54. Students are able to translate proverbs into the source language
55. Students are able to translate proverbs into the target language .
56. Students are able to translate short items in an effective and meaningful way .
57. Students are able to translate words, phrases and sentences from English into Arabic .
58. Students are able to translate words, phrases and sentences from Arabic into English .
59. Students are able to understand idiomatic expressions .
60. Students are able to understand literary devices .
61. Students are able to understand the problems of translation in the translated text

62. Students are able to understand the theoretical bases of translation .
63. Students are able to use all of the senses in writing process .
64. Students are able to use metaphoric expression .
65. Students are able to use parallel texts to help develop L1>L2 translation .
66. Students are able to use punctuation marks correctly .
67. Students are able to use the connective tools properly .
68. Students are able to write as many different ideas as possible that are appropriate for the topic .
69. Students are able to write in a foreign language and overcome the fear to do so .
70. Students are able to write sentences with less grammatical and morphological errors.

Appendix (15 b.)

Behavioral Objectives (Revised Version)

Define the term "Translation".	Remembering
Discuss the definitions of Translation.	Understanding
Differentiate between the SL and TL.	Analysis
Recognize ST and TT.	Remembering
Understand the theoretical bases of translation.	Understanding
Summarize the purposes of "Translation".	Creating
Analyze the concepts of translation as process and product.	Analysis
Estimate the importance of translation	Evaluation
Classify theories of translation as SL emphasis and TL emphasis.	Application
List the SL emphasis theories of translation.	Remembering
Distinguish the TL emphasis theories of translation	Understanding
Outline each category's divisions.	Creating
Define each sub-divisions.	Remembering
Compare the theories types by analyzing selected texts.	Analysis
Differentiate between Sematic and Communicative translations.	Analysis
Apply the techniques of translation practically	Application
Categorize the strategies of translation	Creating
Define each sub-strategy of the main strategies	Remembering
Group the strategies of translation in terms of their function	Analysis
Examine each strategy practically.	Application
Outline the processes of translation	Creating
Realize the importance of dividing texts and sentences into units before translating	Understanding
Outline the types of sentences	Creating
Model the sub-divisions of nominal sentences	Creating
Tabulate the sub-divisions of verbal sentences	Remembering
Explain the problems of translating sentences	Evaluation
Discuss the problems of translating sentences	Understanding
Specify solutions to sentences translation problems	Creating
Practice translating sentences	Application
Discover the difficulties of translating word-order	Application
Break down the obstacles of translating word-order	Analysis

Appendices

Produce solutions to problems of word-order translation	Creating
Retrieve the steps of translating paragraphs	Remembering
Debate structural differences between English and Arabic in reference to writing phases	Evaluation
Examine translating different paragraphs	Application
Define idioms	Remembering
Categorize the types of idioms	Creating
Figure out each type	Analysis
Give extra examples about each category.	Understanding
Translate idioms figuratively.	Application
Portray the problems of translating idioms	Creating
Analyze the problems of translating idioms	Analysis
Produce solutions to each of idioms translation problems	Creating
Acquire the strategies of translating idioms	Remembering
Recall phrasal verbs	Remembering
Contrast phrasal verbs and prepositional verbs	Application
Determine the problems of translating phrasal verbs	Evaluation
Create solutions to the phrasal verbs translation problems	Creating
Acquire strategies of translating phrasal verbs	Remembering
Translate phrasal verbs figuratively	Application
Identify the meaning of proverbs	Remembering
Compare between idioms and proverbs	Evaluation
Diagnose the proverbs groups	Analysis
Give example for each group	Understanding
Cite the meaning of Absolute equivalent proverbs	Remembering
Clarify the meaning of similar equivalent proverbs	Remembering
Articulate the meaning of different equivalent proverbs	Understanding
Specify the problems of translating proverbs	Creating
Suggest solutions to proverbs translation problems	Creating
Memorize the strategies of translating proverbs	Remembering
Attain the meaning of jokes	Application
Translate jokes from English into Arabic	Understanding
Translate jokes from Arabic into into English	Understanding
Relate between English and Arabic jokes	Creating

Appendices

Identify culture	Remembering
Summarize the points of view related to the culture definition	Creating
Predict the relation between culture and translation	Evaluation
Numerate the major categories of culture	Remembering
Contrast the culture categories	Analysis
Categorize the procedures of translating cultural terms	Creating
Define the cultural equivalence procedure	Remembering
Test the cultural equivalence procedure	Evaluation
Memorize the accepted standard translation procedure	Remembering
Demonstrate the accepted standard translation procedure	Application
Infer the meaning of naturalization procedure	Analysis
Create examples for naturalization procedure	Creating
Memorize the translation couplet procedure	Remembering
Write examples for the translation couplet procedure	Remembering
Infer the meaning of the translation triplet procedure	Analysis
Create examples for the translation triplet procedure	Creating
Discuss the classifier procedure	Understanding
Test the classifier procedure	Evaluation
Define a translation problem	Remembering
Conclude the translation problems	Evaluation
Discuss the grammatical problems	Understanding
Formulate solutions for grammatical problems in reference to translation	Creating
Demonstrate the lexical problems	Application
Formulate solutions for lexical problems in reference to translation	Creating
Recommend solutions to such different problems which may face the novice learners	Evaluation

Appendix (16)

The Scoring Scheme

Points	2	1.5	1	0
Criteria				
Flexibility	Exceeds Standards Writing is extremely creative. Ideas and style is refreshing and imaginative. Talented writing.	Meets Standards Writing is somewhat creative. Some new and imaginative ideas. Good writing.	Almost Meets Standards Writing contains a few creative ideas but style is mostly uninspired.	Does Not Meet Standards Writing contains many cliché ideas and an uninspired style.
Originality	Exceeds Standards Excellent idea creativity. Organization and use of supporting details evident in the work.	Meets Standards Good idea creativity. Organization and use of supporting details evident in the work.	Almost Meets Standards Some idea creativity. Attempted organization and use of some supporting details evident in the work.	Does Not Meet Standards No creativity, poor organization and no attempt to supply supporting details.
Fluency (Fluidity)	Exceeds Standards There is a strong rhythm and flow of language. Sentence structure is varied throughout piece.	Meets Standards There is a rhythm and flow of language. Sentence structure is often varied.	Almost Meets Standards An obvious attempt to create a rhythm and flow. Sentence structure not varied.	Does Not Meet Standards No attempt to create a rhythm. Sentence structure not varied.
Elaboration	Exceeds Standards Strong, vivid words and descriptions	Meets Standards Strong words and descriptions throughout. Many	Almost Meets Standards Some strong words and descriptions. Some	Does Not Meet Standards Poor word choice and descriptions throughout.

Appendices

	throughout. Words are above average, and used appropriately throughout the work.	words are above average and used appropriately throughout the work.	above average word choices however, many words are used inappropriately.	Elementary word choices and many words misused.
Mechanics of Writing	Exceeds Standards Proper use of spelling and grammar is employed consistently throughout the writing assignment.	Meets Standards There are a few spelling and grammar errors, however it does not take away from the overall quality of the writing assignment.	Almost Meets Standards Poor spelling and grammar muddle the overall effectiveness of this piece.	Does Not Meet Standards There are so many spelling and grammar errors that it is difficult to comprehend the meaning.

Appendix (17)

Names and Specifications of the Jury Members

No.	Academic Status	Name	Specification	Place of Work	
				College	University
1-	Prof. Dr.	Aasim Abood Zbar Aldulaimi	Methods of Teaching English	Almustaqbal University College	Babylon
2-	Prof. Dr.	Abbas Lutfi Hussein	Applied Linguistics	Arts	Mustansiria
3-	Prof. Dr.	Abd Ali Nayif Hasan	Linguistics	Basic Education	Babylon
4-	Prof. Dr.	Dhiaa Oweid Alarnoosi	Curriculum and Methods of Teaching	Basic Education	Babylon
5-	Prof. Dr.	Fatima Raheem Almusawi	Methods of Teaching English	Basic Education	Misan
6-	Prof. Dr.	Haider Hatim Falih Alijrish	Curriculum and Methods of Teaching	Basic Education	Babylon
7-	Prof. Dr.	Imad Hussein Almurshidi	Psychology	Basic Education	Babylon
8-	Prof. Dr.	Jassib Fanookh Hussein	Methods of Teaching English	Open-Educational College	Qadisiyah
9-	Prof. Dr.	Salam Hamid Abbas Altemimi	Methods of Teaching English	Education/ Ibn-Rushd	Baghdad
10-	Assist. Prof. Dr.	Dhiaa Mizher Khrebit	Methods of teaching English	Education/ Ibn-Rushd	Baghdad
11-	Assist. Prof. Dr.	Hadeel Aziz Muhammed-Ridha	Literature	Basic Education	Babylon
12-	Assist. Prof. Dr.	Nadia Majeed Hussein	Methods of teaching English	Technical University	Baghdad
13-	Assist. Prof. Dr.	Rusul Aasim Abood	Methods of Teaching English	Basic Education	Babylon
14-	Lect. Dr.	Ahmed Rawdhan Salman	Applied Linguistics	Basic Education	Babylon
15-	Lect. Dr.	Elaf Riyadh Khalil	Methods of Teaching English	Education/ Ibn-Rushd	Baghdad
16-	Assist. Prof.	Ban Abdul-Wahaab Munji	Methods of Teaching English	Arts	Babylon
17-	Assist. Prof.	Hasanain Hasan Shaheed	Linguistics	Basic Education	Babylon
18-	Assist. Prof.	Muayad Mingher Alshemmiry	Methods of Teaching English	Engineering	Babylon
19-	Assist. Prof.	Nadia Ali Akbar	Literature	Basic Education	Babylon
20-	Assist. Prof.	Sabeeha Hamza Dehham	Methods of Teaching English	Basic Education	Babylon

Appendix (18 a.)

Creative Writing Skills (First Version)

Ministry of Higher Education and Scientific Research



Babylon University

College of Basic Education

Higher Studies Department

General Teaching Methods/ Doctorate

Dear Professor,

The researcher is conducting an experimental study for a PhD Thesis in Education (General Teaching Methods) entitled "*The Effectiveness of an Instructional Program Based on Collaborative Writing Via E-learning Platforms on Academic Achievement and Creative Writing Skills of Basic Education Colleges Students*".

This study mainly aims at:

1. Developing creative writing skills for 3rd stage English department students , College of Basic Education by training them using a proposed instructional program based on Collaborative Writing.
2. Testing the change that is expected to occur for students' achievement in Translation subject as a result of applying the proposed program.

Creative writing skills

1. **Writing Flexibility** is an individual's ability to adapt specific components of their writing in order to craft more effective text

2. **Writing Originality** means harmony between the conventional and the conventional modified in surprising and unexpected ways but following particular prescribed patterns.
3. **Fluency** is the quality or condition of being fluent, in particular the ability to express oneself easily and articulately. It is the production of language in real time without undue pausing or hesitation.
4. **Elaboration** It is the construction on the information presented, extending into new directions in the subject, the ability to produce implications, relationships and organizations, and inserting them into new relationships, and the ability to reorganize and add something new.
5. **Writing Mechanics** which are referred to as the established rules that should be followed when writing sentences. They go hand in hand with grammar as the standards to follow when writing and are an important way to effectively communicate idea.

The following checklist is composed of a list of creative writing skills that are considered important for 3rd stage English department students. These skills also will be used in order to develop a pre-post creative writing test for the study.

The researcher has determined these skills according to literature review and related studies . He prepared a preliminary form of these skills, so please read them and choose the appropriate ones or modify them as you see from the objective scientific viewpoint for this age of students. You are kindly requested to identify the importance of each skill. Please give your opinion of each skill by ticking (√) in front of each skill in the suitable table on (1-3) scale, where: 3 = Valid, 2= Not valid, 1 = Valid but needs modification.

I would be grateful if you give your connects and suggestions, if any. Thank you for your cooperation.

The researcher

The First Form of Creative Writing Skills Checklist

Name: Date:

Scientific Title: Time:

Specialization:

No.	Creative writing skills	Indicators	Valid	Not valid	Valid but needs modification
1	Flexibility المرونة	Automatic Flexibility المرونة التلقائية			
		Writing as many different ideas as possible that are appropriate for the topic. كتابة اكبر عدد ممكن من الافكار المتنوعة والمختلفة المناسبة للموضوع			
		Writing as many different introductions as possible to start the topic with. كتابة اكبر عدد ممكن من المقدمات المتنوعة والمختلفة التي تصلح ان يبدأ بها الموضوع			
		Generating sub-ideas. توليد افكار فرعية			
		Supporting ideas with evidence. دعم الافكار بالشواهد			
		Accuracy in			

choosing the appropriate expressions for the meaning.

الدقة في اختيار التعابير المناسبة للمعنى

Recalling knowledge in a workable form.

استدعاء المعرفة في نمط عملي

Employing previous experiences in writing the topic.

توظيف الخبرات السابقة في كتابة الموضوع

Writing as many different endings as possible to end the topic with.

كتابة أكبر عدد من النهايات المتنوعة والمختلفة التي تصلح ان يختم بها الموضوع

Adaptive Flexibility Explaining a specific situation or problem from two different points of view, and providing evidence and proofs that confirm it.

المرونة التكيفية

كتابة أكبر عدد من النهايات المتنوعة والمختلفة التي تصلح ان يختم بها

		الموضوع
		<p>Drawing logical conclusions from factual details</p> <p>كتابة اكبر عدد من الحلول المختلفة والمنطقية لمشكلة يعرض لها</p>
		<p>Stimulating the use of mental imagery.</p> <p>تحفيز استخدام الصور الذهنية</p>
2	Originality الاصالة	<p>Offering as many titles as possible for the text written.</p> <p>عرض اكبر عدد ممكن من العناوين للنص المكتوب</p>
		<p>Providing new and unfamiliar solutions to a problem presented.</p> <p>تقديم حلول جديدة وغير مألوفة لمشكلة يعرض لها</p>
		<p>Reformulating the text into a new form</p> <p>إعادة صياغة النص بشكل جديد</p>
		<p>Providing as many unusual and logical justifications for a particular behavior.</p> <p>تقديم اكبر عدد من المبررات غير المألوفة والمنطقية لسلوك معين</p>

Fluency الطلاقة	Intellectual Fluency الطلاقة الفكرية	<p>Presenting as many main ideas as possible.</p> <p>عرض اكبر عدد ممكن من الافكار الرئيسية</p> <hr/> <p>Categorizing the main idea into as many sub-ideas as possible.</p> <p>تصنيف الفكرة الرئيسة لأكبر عدد ممكن من الأفكار الفرعية</p>
Expressive Fluency الطلاقة التعبيرية	Expressive Fluency الطلاقة التعبيرية	<p>Expressing each main idea in as many appropriate sentences and phrases as possible.</p> <p>التعبير عن كل فكرة رئيسة بأكبر عدد ممكن من الجمل والعبارات المناسبة</p> <hr/> <p>Expressing feelings about a specific situation in the largest possible number of meaningful expressions.</p> <p>التعبير عن المشاعر تجاه موقف معين بأكبر عدد ممكن من التعبيرات ذات المعنى</p>
4	Elaboration	Reorganizing

<p>التوسع</p>	<p>presented ideas اعادة تنظيم الافكار المعروضة</p> <hr/> <p>Generating details related to a presented ideas توليد تفاصيل ذات علاقة بالأفكار المعروضة</p> <hr/> <p>detailing and clarifying ideas تفصيل وتوضيح الافكار</p> <hr/> <p>Using metaphorical expressions استخدام المحسنات البديعية</p>
<p>5 Writing Mechanics ميكانيكا الكتابة</p>	<p>Using a deliberate strategy that suits the writing context. استخدام استراتيجية معينة تناسب سياق الكتابة.</p> <hr/> <p>Using precise language استخدام لغة دقيقة</p> <hr/> <p>Sentence structure is correct and effective (no fragments, comma splices, or run-on sentences) بنية الجملة صحيحة وفعالة (لا توجد أجزاء أو فوارز فاصلة أو جمل مطولة)</p> <hr/> <p>Sentences are written in correct dictation</p>

(the wording “sounds right”)

الجملة مكتوبة املائياً بشكل صحيح

Sentences use

mature, varied

vocabulary

استخدام المفردات (المعاني)

المتنوعة

No/few grammatical

errors (verb tense,

subject-verb

agreement, etc.)

occur

لا توجد / توجد أخطاء

نحوية قليلة (زمن الفعل ،

توافق الفاعل- الفعل) ، إلخ

No/few serious errors

in usage

لا توجد / توجد بعض

الأخطاء الواضحة في

الاستخدام

No/few spelling

errors

لا يوجد / يوجد عدد قليل

من الأخطاء الإملائية

Correct and effective

punctuation

علامات الترقيم صحيحة

وفعالة

Appendix (18 b.)

Creative Writing Skills (Revised Version)

No.	Creative writing skills	Indicators
1	Flexibility	Writing as many different ideas as possible that are appropriate for the topic.
		Writing as many different introductions as possible to start the topic with.
		Generating sub-ideas.
		Supporting ideas with evidence.
		Accuracy in choosing the appropriate expression for the meaning.
		Recalling knowledge in a workable form.
		Employing previous experiences in writing the topic.
		Writing as many different endings as possible to end the topic with.
		Explaining a specific situation or problem from two different points of view, and providing evidence and proofs that confirm it.
		Drawing logical conclusions from factual details
		Stimulating the use of mental imagery.
2	Originality	Offering as many titles as possible for the text written.
		Providing new and unfamiliar solutions to a problem presented.
		Reformulating the text into a new form
		Providing as many unusual and logical justifications for a particular behavior.
		Fluency
Categorizing the main idea into as many sub-ideas as possible.		
Expressing each main idea in as many appropriate sentences and phrases as possible.		
Expressing feelings about a specific situation in the largest possible number of meaningful expressions.		
4	Elaboration	Reorganizing presented ideas
		Generating details related to a presented idea
		detailing and clarifying ideas
		Using metaphorical expressions
5	Mechanics of Writing	Using a deliberate strategy that suits the writing context.
		Using precise language

Appendices

Sentence structure is correct and effective (no fragments, comma splices, or run-on sentences)

Sentences use correct diction (the wording “sounds right”)

Sentences use mature, varied vocabulary

No/few grammatical errors (verb tense, subject-verb agreement, etc.) occur

No/few serious errors in usage

No/few spelling errors

Correct and effective punctuation

Appendix (19)

Items Difficulty Coefficient of the CRSs Test of the Pilot Sample

N	Items Difficulty	N	Items Difficulty
1	0.75	29	0.55
2	0.45	30	0.55
3	0.45	31	0.55
4	0.50	32	0.60
5	0.50	33	0.60
6	0.50	34	0.60
7	0.55	35	0.65
8	0.55	36	0.70
9	0.45	37	0.70
10	0.45	38	0.75
11	0.45	39	0.75
12	0.55	40	0.75
13	0.55	41	0.75
14	0.55	42	0.80
15	0.55	43	0.80
16	0.45	44	0.60
17	0.45	45	0.60

18	0.65	46	0.60
19	0.65	47	0.65
20	0.65	48	0.45
21	0.65	49	0.60
22	0.65	50	0.60
23	0.45	51	0.50
24	0.60	52	0.55
25	0.60	53	0.55
26	0.60	54	0.45
27	0.65	55	0.45
28	0.60	56	0.65

Appendix (20)

Items Discrimination Coefficient of the CRSs Test of the Pilot Sample

N	Items Discrimination	N	Items Discrimination
1	0.27	29	0.55
2	0.45	30	0.46
3	0.56	31	0.34
4	0.29	32	0.29
5	0.60	33	0.52
6	0.61	34	0.51
7	0.55	35	0.42
8	0.59	36	0.36
9	0.45	37	0.63
10	0.38	38	0.33
11	0.60	39	0.36
12	0.48	40	0.35
13	0.56	41	0.54
14	0.33	42	0.60
15	0.39	43	0.28
16	0.48	44	0.59
17	0.62	45	0.55

18	0.63	46	0.60
19	0.61	47	0.48
20	0.39	48	0.56
21	0.46	49	0.29
22	0.34	50	0.60
23	0.29	51	0.39
24	0.46	52	0.48
25	0.34	53	0.29
26	0.48	54	0.60
27	0.55	55	0.61
28	0.62	56	0.55

Appendix (21)

Effectiveness of the incorrect alternatives

Effectiveness of the incorrect alternatives			
A	B	C	D
0.19-		0.22-	0.07-
0.26-	0.15-		0.04-
	0.15-	0.19-	0.07-
0.11-		0.15-	0.07-
	0.19-	0.11-	0.19-
0.07-	0.04-	0.22-	
0.19-	0.22-		0.04-
0.15-	0.07-	0.15-	
	0.19-	0.15-	0.11-
0.22-	0.15-		0.04-

Appendix (22)

Scores of the Research Groups in the Achievement Test by Using the Re-scoring Procedure

N	Researcher's Scoring	Scoring over Time	Rater's Scoring	N	Researcher's Scoring	Scoring over Time	Rater's Scoring
1	43	40	38	21	11	11	18
2	36	40	36	22	37	33	30
3	38	39	35	23	41	41	40
4	29	32	26	24	32	31	37
5	40	40	35	25	39	38	34
6	39	34	39	26	36	36	41
7	29	29	30	27	38	35	36
8	37	41	30	28	29	26	26
9	25	25	24	29	40	35	38
10	38	39	32	30	39	39	37
11	39	37	42	31	29	30	29
12	38	31	35	32	37	37	39
13	41	41	38	33	25	24	29
14	21	19	22	34	38	38	38
15	25	26	30	35	39	42	38

Appendices

16	36	38	42	36	38	35	41
17	21	22	25	37	41	38	41
18	19	20	22	38	21	22	22
19	32	39	39	39	38	39	36
20	32	29	36	40	29	32	29

Appendix (23)

Scores of the Research Groups in the CRSs Test by Using the Re-scoring Procedure

N	Researcher's Scoring	Scoring over Time	Rater's Scoring	N	Researcher's Scoring	Scoring over Time	Rater's Scoring
1	60	65	57	21	18	18	20
2	60	54	54	22	53	55	54
3	59	57	53	23	66	66	60
4	48	44	39	24	50	51	56
5	60	60	62	25	61	62	59
6	51	59	50	26	58	60	62
7	44	44	45	27	56	56	54
8	62	56	60	28	42	46	39
9	38	38	36	29	56	55	57
10	59	57	55	30	62	62	60
11	56	59	60	31	48	46	44
12	50	52	53	32	59	59	59
13	66	66	63	33	38	40	44
14	30	34	33	34	61	61	57
15	42	40	45	35	67	62	66

Appendices

16	61	58	63	36	56	61	62
17	35	34	38	37	61	66	62
18	32	30	33	38	35	34	33
19	62	61	59	39	62	61	54
20	46	51	48	40	51	46	44

Appendix (24)

The Answers Time of the Pilot Sample in the CRSs Test

N	Time	N	Time
1	83	21	45
2	114	22	47
3	90	23	61
4	97	24	42
5	68	25	44
6	62	26	41
7	48	27	42
8	66	28	47
9	72	29	44
10	82	30	42
11	62	31	54
12	48	32	47
13	66	33	44
14	72	34	41
15	82	35	42
16	48	36	54
17	66	37	41

18	72	38	66
19	82	39	42
20	62	40	44

Appendix (25)

The Answers Time of the Pilot Sample in Academic Achievement
Test

N	Time	N	Time
1	43	21	54
2	55	22	62
3	86	23	68
4	45	24	96
5	64	25	62
6	58	26	54
7	62	27	47
8	68	28	61
9	56	29	66
10	58	30	43
11	42	31	54
12	62	32	47
13	68	33	51
14	54	34	44
15	44	35	55
16	61	36	47

17	62	37	44
18	41	38	42
19	44	39	54
20	45	40	47

مستخلص البحث

تهدف الدراسة إلى بناء برنامج تعليمي قائم على الكتابة التشاركية والتحقيق في فعاليتها في تحصيل الطلبة وتنمية مهاراتهم في الكتابة الإبداعية في مادة الترجمة. ولتحقيق أهداف الدراسة اعتمد الباحث المنهج التجريبي وأعد برنامجاً تربوياً يتضمن أهدافاً تربوية ومحتوى تعليمي وطرق تدريس واستراتيجيات مناسبة وأنشطة مصاحبة ووسائل تعليمية وطرق تقويم بالإضافة إلى دليل للمعلم ودليل للطلاب. وللتعرف على فاعلية البرنامج التعليمي القائم على الكتابة التشاركية في تحصيل الطلاب وتنمية مهاراتهم في الكتابة الإبداعية ، اعتمد الباحث تصميمًا تجريبيًا ذا ضبط جزئي ، وهو تصميم المجموعتين التجريبية والضابطة باختبار بعدي. اختار الباحث كلية التربية الأساسية في جامعة بابل بطريقة قصدية لإجراء التجربة ، واختار قسم اللغة الانجليزية بطريقة عشوائية بسيطة لإجراء التجربة فيه وبطريقة عشوائية اختار الشعبة (أ) لتمثيل المجموعة التجريبية التي سيتعرض طلابها للمتغير المستقل (البرنامج التعليمي) بواقع (42) طالب وطالبة ، والشعبة (ب) لتمثيل المجموعة الضابطة التي لا يتعرض طلابها للمتغير المستقل (البرنامج التعليمي) حيث سيدرسون وفق الطريقة التقليدية بمعدل (45) طالب وطالبة. وقام الباحث بمكافئة طلاب مجموعتي البحث إحصائياً في متغيرات: العمر الزمني ، اختبار الذكاء ، والتحصيل الأكاديمي لأولياء الأمور. أما بالنسبة لأداتي البحث ، فقد قام الباحث ببناء اختبارين أحدهما اختبار تحصيلي تضمن (25) فقرة ، والآخر اختبار مهارات الكتابة الإبداعية ، وتضمن (56) فقرة. قام الباحثة بالتحقق من صدقها وموثوقيتها ، ومن ثم تطبيقها على المجموعة التجريبية بعد انتهاء التجربة. قام الباحث نفسه بتدريس مجموعتي البحث خلال فترة التجربة للعام الدراسي (2020-2021 م). لمعالجة البيانات إحصائياً استخدم الباحث المتوسط والانحراف المعياري واختبار t لعينتين مستقلتين، مربع كاي ومعادلة قوة التمييز ومعامل ألفا كرونباخ ومعامل الصعوبة ومعادلة إيتا.

بينت النتائج:

1. تفوق طلاب المجموعة التجريبية الذين درسوا بطريقة الكتابة التشاركية على طلاب المجموعة الضابطة الذين درسوا بالطريقة التقليدية في الاختبار التحصيلي.
2. وجود فروق ذات دلالة إحصائية بين متوسطي درجات طلاب مجموعة البحث التجريبية في الاختبارين (القبلي والبعدي) لصالح الاختبار التحصيلي البعدي.
3. عدم وجود فروق ذات دلالة إحصائية بين متوسطي درجات طلاب المجموعة الضابطة في الاختبارين (القبلي والبعدي).
4. تفوق طلاب المجموعة التجريبية الذين درسوا بطريقة الكتابة التشاركية على طلاب المجموعة الضابطة الذين درسوا بالطريقة التقليدية في اختبار مهارات الكتابة الإبداعية.
5. وجود فروق ذات دلالة إحصائية بين متوسطي درجات طلاب مجموعة البحث التجريبي في اختبارات مهارات الكتابة الإبداعية (القبلي والبعدي) لصالح اختبار مهارات الكتابة الإبداعية البعدي.
6. عدم وجود فروق ذات دلالة إحصائية بين متوسطي درجات طلاب المجموعة الضابطة في اختبار مهارات الكتابة الإبداعية (القبلي والبعدي).
7. (مهارة التوسع) كانت أكثر المهارات تطوراً. ويرجع ذلك إلى مقدار القيمة المضافة والتي قدرت بـ (4.54%) ، ثم (مهارة المرونة) (3.85%) ، ثم (مهارة ميكانيكا الكتابة) (3.79) ، ثم (مهارة الأصالة) (3.78%) وأخيراً (مهارة الطلاقة) التي تطورت بمقدار (3.02%).

في ضوء النتائج والاستنتاجات التي توصل إليها البحث ، يوصى بأن استخدام تقنيات الكتابة التشاركية في الترجمة أمر بالغ الأهمية لتحسين كفاءة الترجمة لدى الطلاب والتي بدورها تعمل على تحسين مهارات الكتابة الإبداعية. علاوة على ذلك ، خلقت ملاحظات الزملاء التي تلقاها الطلاب من بعضهم البعض أثناء مراجعة الأقران وتحريروهم جواً داعماً لتعلم بعض مهارات الترجمة مثل مراجعة النص المستهدف وتحريره. كما شجعهم تقديم نماذج الترجمة النهائية من قبل الطلاب على متابعة تقدمهم في تعلم الترجمة. لذلك ، يوصى بأن يشجع المعلمون الطلاب على الترجمة ضمن مجموعات تشاركية وتعزيز مواقفهم تجاه التعاون عبر الإنترنت باستخدام أدوات عبر الإنترنت مثل Google Classroom والقواميس عبر الإنترنت في دروس الترجمة.

وأخيراً اقترح الباحث مجموعة موضوعات لدراستها مستقبلاً.



جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة بابل
كلية التربية الاساسية
قسم التربية الخاصة
طرائق تدريس عامة

فاعلية برنامج تعليمي قائم على الكتابة التشاركية عبر منصات التعليم
الالكتروني في التحصيل وتمية مهارات الكتابة الابداعية لدى الطلبة العراقيين
الدارسين للغة الانجليزية كلفة اجنبية في الترجمة

أطروحة قدمها

كاظم محمد موسى كاظم الشمري

إلى مجلس كلية التربية الاساسية في جامعة بابل وهي جزء من
متطلبات نيل درجة الدكتوراه فلسفة في التربية
(طرائق تدريس عامة)

إشراف

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