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TRANSLATING COLLABORATIVELY: PERSPECTIVES OF NOVICE TRANSLATORS

by

Yana Shanti Manipuspika

English Literature, Universitas Brawijaya, Malang Indonesia

yana_shanti@ub.ac.id

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Abstract:

In today's world, translation practices are constantly changing. The traditional belief that translators operate alone has disappeared chiefly due to the needs of modern business practices. Because of the techniques significant translation firms employ, individual translation must give way to collaborative translation. In translation, collaboration is still a relatively new field with several advantages and disadvantages. However, collaboration in translation is considered a relatively unexplored terrain with many advantages and disadvantages. Bearing this in mind, higher education institutions should be prepared to tackle the issue of collaborative translation from the aspect of curricula design and market requirements, which requires additional research focusing on collaborative work. This article addresses the study conducted to examine the usage of in-class collaborative translation practices at the university level and the effects such activities might have on increasing novice translators' competence in translating texts. It discusses the characteristics of collaborative translation and provides an insight into student translators' perception of the usage of such activities, thus attempting to explore the concept of collaboration in translation from the perspective of active participants.

Keywords: collaborative translation; higher education institutions; student translators; student perspective

Abstrak:

Di dunia saat ini, praktik penerjemahan terus berubah. Kepercayaan tradisional bahwa penerjemah beroperasi sendiri telah menghilang terutama karena kebutuhan praktik bisnis modern. Karena teknik yang digunakan perusahaan terjemahan yang signifikan, terjemahan individu harus memberi jalan kepada terjemahan kolaboratif. Dalam penerjemahan, kolaborasi masih merupakan bidang yang tergolong baru dengan beberapa kelebihan dan kekurangan. Namun, kolaborasi dalam penerjemahan dianggap sebagai medan yang relatif belum dijelajahi dengan banyak kelebihan dan kekurangan. Mengingat hal ini, lembaga pendidikan tinggi harus siap untuk mengatasi masalah penerjemahan kolaboratif dari aspek desain kurikulum dan persyaratan pasar, yang membutuhkan penelitian tambahan yang berfokus pada kerja kolaboratif. Artikel ini membahas studi yang dilakukan untuk mengkaji penggunaan praktik penerjemahan kolaboratif di kelas di tingkat universitas dan efek kegiatan tersebut terhadap peningkatan kompetensi penerjemah pemula dalam menerjemahkan teks. Membahas karakteristik penerjemahan kolaboratif dan memberikan wawasan tentang persepsi mahasiswa penerjemah terhadap penggunaan kegiatan tersebut, sehingga mencoba mengeksplorasi konsep kolaborasi dalam penerjemahan dari perspektif peserta aktif.

Kata kunci: penerjemahan kolaboratif; lembaga pendidikan tinggi; penerjemah mahasiswa; perspektif mahasiswa

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INTRODUCTION

Activities involving teaching and learning involve elements that relate to one another. Among the crucial components that enable the achievement of teaching and learning objectives are materials, media, and methodologies. Those components encourage the realization of meaningful and practical support for the student's learning process, growth, and outcomes as one of the crucial components of teaching and learning success. As a result, using strategies, techniques, methods, or approaches in language classes to increase students' motivation, attention, and participation has the potential to be a severe concern for educators (Irzawati, 2023). One factor contributing to the many emergencies of language learning approaches is the shift in approach from teacher-centered to student-centered. A student-centered learning strategy enables teachers to create a productive classroom environment (Purwati, 2020). Effective learning also happens through student-centered learning (Rao, 2019). An approach to learning that is created and developed is called collaborative learning.

Collaborative learning is the educational strategy that uses groups to enhance learning via cooperation. Collaborative learning is learning in groups of people who have come together to accomplish specific educational goals. Groups are small, typically consisting of no more than five people, and their goal is to accomplish a specified job while accumulating knowledge and skills to demonstrate effective learning. When applied in the classroom, the students receive recognition for their cooperative learning, which allows them to take charge of their education, engage in dialogue, and develop their critical thinking skills. (Kurni & K, 2021) argue that mature research bases are the central area of collaborative learning applications in elementary and secondary education. However, well-established ideas carry over into postsecondary education, including engineering. They also add that the organizational infrastructure changes and technological advancements emphasize teamwork within the workforce. This means students must possess the capacity for original thought, problem-solving, and group decision-making. In addition, the web-based learning model using collaborative learning techniques and a scaffolding system to enhance learners' competency in higher education is composed of 5 components that are: (1) Problem base, (2) Resources, (3) Related cases, (4) Scaffoldings and (5) Community for collaborative learning (Deejring, 2014).

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Irzawati (2023) elaborates her research finding by stating that projecting collaborative learning into lesson plans, as with any other learning method, has benefits and drawbacks. The benefits of collaborative learning include bolstering company morale, enhancing social and public communication abilities, encouraging self-directed learning, improving interaction, drive, self-assurance, and critical thinking, and enhancing the students' experience, knowledge, and understanding. However, the drawbacks of designing class plans and implementing collaborative learning involve distributing tasks unevenly, raising possible conflict, and causing attentional diversion. Perhaps these viewpoints will improve comprehension of designing lesson plans with collaborative learning in mind. Furthermore, lecturers must maximize the benefits and avoid drawbacks in directing, observing, and assessing collaborative classes.

Collaborative learning requires students to work in small groups to ensure everyone participates in activities or learning tasks. Students can collaborate on a shared activity or work on individual assignments, contributing to the group's ultimate goal. Collaborative learning is based on the premise of the student-centered learning method. It is a learner-centered strategy that helps students collaborate with others in a team to accomplish a specific task during educational activities. Meanwhile, student-centered collaborative learning aims to promote active, shared, inductive, and self-directed education (Chowdhury, 2021). According to Leeuwen and Janssen (2019), the basic idea of collaborative learning is to pair or group the students to complete the learning process. In addition, its essential components include substantial engagement, constructive interdependence, personal responsibility, social skills, and group manipulation (Laal & Laal, 2012). Therefore, this method helps students develop initiative and teamwork, foster critical thinking, and increase efficiency through team member participation and academics (Yan, 2019). Also, it benefits the instructor to set up scenarios in which the pupils comprehend and learn things, create a product, work together to solve an issue or develop an idea (Carvajal Ayala & Avendaño-Franco, 2021).

Translation has an essential role in bridging the problems that occur due to language differences in the world. A study concerning on this topic was reported (Turmudi, 2018), however, the direction of the topic went to translation errors. Translation activities in the era of globalization are crucial for building mutual understanding between cultures and becoming the key to the economy, which is vital for the industry. Peer production is a new term for a

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collaborative approach to project work. It paves the way for many people who want to work in a community in translation. With its benefits and drawbacks, collaborative translation offers a fresh perspective on translation. It further ends in a publication as a contribution of a study to the world's publication in Industrial revolution 4.0.or higher (Turmudi, 2020).

Many 'collaborators' with different roles typically shape a translated text before publication in literary and 'pragmatic' contexts. Even if one defines translation narrowly, limiting it to decoding a source text and writing it in another language, throughout history, the practice has not always been assumed to be a solitary affair (Mohammadi et al., 2022). Collaborative translation, or community translation, is done by a group of people who work together via an online platform. It allows anyone to participate and improve the progress of each step of the translation process and the project. According to Sandria and Rosyidah (2021), collaboration between translators and any other agents or between two or more translators can occur.

The notion of collaboration creates asynchronous work by dividing the project into different parallel stages. Unlike a simple, traditional translation process, the concepts of coordination and exchange are essential. Based on its principle, collaborative translation must employ an online platform for group work. Collaboration allows multiple users to collaborate by creating joint projects and sharing resources. As for some examples of collaborative translations, fans of TV series and video games are staunch supporters of community translation. It is widespread for their followers to translate a TV show or video game subtitles. Companies can also set up a "teamwork" translation system, by which they use collaborative tools on a project and share their translation memories, glossaries, and terminology lists with their colleagues. It also makes it easier to edit and proofread.

At present, translation activities have become more accessible because there is translation software that supports the process of translating. However, technology cannot replace the role of translators because many facts show that the results of machine translations are not necessarily accurate and not by the intent of the original text author. Related to this, technology is a helpful facilitator for the translator job. In addition to relying on technological assistance, translators must use skill and creativity to determine the proper strategy when translating a text. The translator should be careful in identifying the type of translated text because each type has its characteristics. For instance, scientific texts are formal, advertising

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texts are persuasive, and literary texts are aesthetic (Dişlen Dağgöl, 2018). By understanding the translated text types, the translator can more easily understand a text and strive for equivalence of the translation results between the source language (SL) and target language (TL).

Compared to other types of text, such as advertisements and scientific texts, literary work is a type of text that is a challenge and, at the same time, difficult for translators. Literary translation requires translators to produce an effect equivalent to the original work when TL readers read it (Khrais, 2017).

Collaborative translating is nothing new in translation practice. A project was conducted by Ketola and García-Escribano (2018) in which the participants, who were instructors from eight European universities and graduate students pursuing translation studies from the University of Tampere and the University of Helsinki, translated a wide variety of text types with the help of Google+ media as a platform discussion.

In the case of learning at the Study Program of English Literature, Faculty of Cultural Studies Universitas Brawijaya, students taking the Introduction to Translation course have collaborated in translating literary texts in the form of Indonesian folklore. Students exchanged ideas and thoughts with each other to solve problems encountered while translating the stories to produce a good and acceptable translation using the application *Padlet* to support the online discussion process. This paper elaborates on the collaborative translation conducted by the students of the translation class, comprising the process and the results, as well as the students' perceptions as novice translators in employing collaboration in the translation process.

METHOD

Design

The study employed a descriptive qualitative design; it investigated an individual's opinions, perceptions, and experiences (Stadtländer, 2009). Meanwhile, Merriam (1998) asserts that descriptive design could provide a detailed depiction of people's or groups of people's experiences at a specific event. (Nassaji, 2015) claims that qualitative and descriptive research methods are well suited to explore L2 classroom teaching. Descriptive research seeks to describe a phenomenon and its characteristics. This study is more concerned

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with what happened than how or why something happened. As a result, observation and survey tools are frequently utilized to collect data (Gall, Gall, & Borg, 2007).

Participant

All the participants (20) were student translators majoring in English at Universitas Brawijaya, Indonesia, taking translation as an elective course in their third year of undergraduate studies. They are all Indonesian native speakers with no previous experience in translation in the educational setting, which includes both individual and collaborative work.

Data collecting technique

The study included translation tasks performed by student translators. A source text, Indonesian folklore, was selected to be translated into English. The participants were asked to translate the text collaboratively. The collaborative sessions were recorded in Zoom meetings and then transcribed and coded. The target translation texts were collected. After the collaborative sessions, the researcher interviewed all the participants to provide the ground for the analysis.

Data analysis technique

The interview examined the following aspects: their impressions of collaborative work, the participants' attitudes towards the usability of in-class collaborative translation practices, and their self-assessment regarding the potential benefits of such activity (tolerance, teamwork, etc.). All the data were analyzed, and the findings were triangulated.

RESULT AND DISCUSSION

Result

Having analyzed students' perceptions of collaborative translation, it is revealed that all students can benefit from this practice. 100% of the participants agree that collaborative translation helps them deal with complex vocabulary, sentence construction, and coherence.

In this study, every participant was interviewed. Based on their reflections, the interviews revolved around several significant themes that emerged from the student translators' shared experience of the activity. First, student translators described how they felt about the group translation projects. In general, student translators found it a favorable

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experience, stating that the approach was intriguing and effective, with a hint of the uniqueness they viewed as significant. This aligns with the statement of (Mathieu et al., 2008), who claim that collaborative work environments make the learning process easier, maintaining students' positive attitudes toward teamwork and improving students' self-confidence concerning translation tasks. Another important feature that was prominent in their interviews relates to the multitude of choices as an advantage, provided for and by the group work in which they were engaged, which produced some of the following statements:

S6: "This method benefits me as a student learning to translate text. Using this method, I can get feedback from my fellow employees about my mistakes, so I know my areas of improvement."

S9: "This collaborative translation is beneficial. With many suggestions from my friends, I can come up with improvements for my translation. I have become more motivated, and I want to learn more. Therefore, I am convinced that this method is advantageous."

S14: "Collaborative translation is beneficial – it helps us to understand the translation process. We can learn from each other because of the multiple perspectives involved in the collaboration process."

When asked to pinpoint the most significant differences between the collaborative activity students participated in and the translation activities that they are usually involved in class, they emphasized the group activity's communication component, finding the environment to be much more relaxed with each participant expressing their thoughts while also listening to others. In their narratives, student translators stressed that other group members act as good reviewers who give constructive feedback during sessions.

S4: "I find it interesting because each person has views and thoughts on the translated text. I found it fun – I gained new knowledge and a new point of view related to the text I was translating. The activity is beneficial."

S10: "I think collaborative translation is very beneficial because the feedback from my friends was very comprehensive, and this method helps me improve my translation skills. My friends' feedback helped me use more appropriate equivalence for my translated text. They also remind me to reduce repetitions and use more effective vocabulary."

S12: "Collaborative translation is a chance to exchange our knowledge. It is an opportunity to improve ourselves because we can hear from other translators. Ambiguities of the target language can also be minimized."

In addition, the participants also specified their first impression of collaborative translation as a new method used in the classroom. The significant impression included

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confusion at the beginning of the session and unfamiliarity with the site being used, which was Padlet.

S2: “When I heard the instructions, I was confused. It was the first time for me to do something like that. After joining the sessions, it turned out to be exciting and super helpful because all team members actively provided input and suggestions for my translation assignment. ”

Other participants explained some advantages and very few disadvantages of collaborative translation from their perspectives. Significant advantages comprised the interactive nature of the activity, communication, assistance from other group members, and a more extensive choice to choose the end product, which led to ensuring a better-quality target text.

S10: “Collaborative translation improved my translation skills as a beginner. “I found it challenging at first because folklore does not use everyday language, so I have to work harder. My group members are beneficial in many ways – showing my mistakes and giving me suggestions for better vocab usage. ”

S18: “I had so much fun in the collaborative translation process. This method was beneficial. I found it difficult to find a proper word to translate some cultural words, but communicating with my team members helped me figure out the vocabulary I wanted to use, yet I did not know it earlier. ”

Most participants drew attention to time management as one of the critical issues in this activity, stating that it was sometimes difficult to keep track, providing that more group members mean more opinions and different views, as well as various suggestions that are hard to choose. Some participants also consider this method as too time-consuming.

S15: “It takes us much time to solve everything as everyone has their opinion. We sometimes lose track. ”

S20: “This collaborative translation is helpful, but it has a significant weakness: it takes much time because we have to gather and discuss parts of our translation. ”

S21: “Collaborative translation is challenging, but it is fun to get insights from others. However, translating just a piece of text took much time. ”

Finally, in looking at their perception of how exactly they could make use of the acquired knowledge and skills in practice, in terms of facilitating their future career as translators (for those who projected themselves to be ones), their awareness was evident of the competitive labor market they are expected to enter. In line with that, they were fully aware that any activity that would make them closer to the real-work settings is more than appreciated.”

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S17: “Collaborative translation has given me a chance to become the translator I want to become and as an editor, in this case, for my friends’ work. It is a fun method to use in translation, and maybe it is something that I will face when I become a translator.”

Discussion

Given that collaborative translation may involve collaborators whose primary contribution to the process is knowledge of the study of history, it creates a distinctive junction between history studies and translation studies. The concept of collaboration in translation studies can be analyzed from various perspectives. One of the views says that translation collaboration refers to the cooperation among professional translators while performing their tasks, or collaboration between translators on one side and authors, editors, reviewers, and other professionals on the other. Another possible viewpoint refers to the ever-expanding collaborative online practices in many forms that result from the options made available by the availability of the world wide web (Pavlović & Jurida, 2019). The third point of view focuses on collaboration in translation education and research. Finally, the third perspective focuses on the issue of collaboration in translation education and research.

The rapid development of new technologies has profoundly impacted translation practices, giving rise to various fascinating phenomena reshaping translation practices and public perceptions. What is true is that the “world of translation” has definitely and irrevocably changed, with the industry introducing new business models (Penet, 2018). This aligns with O’Hagan’s (2011) statement that the new emergent collaborative practices mediated through the web are highly diverse and vibrant. The World Wide Web facilitates platforms that require different skills and competencies, which align with the ever-growing demand for immediacy and the provision of global translation services. With that mentioned, a need for a closer connection between what happens in the classroom and actual professional practice has been a common standpoint in translation studies for over two decades (Ketola & García-Escribano, 2018). In addition, translation scholars often address the issues of curricula development (Pavlović & Jurida, 2019). Therefore, it is important to examine the relationship between research and the reality of the translation industry. As stated by Penet (2018), it is necessary to examine how we design and implement research, use research findings to bring about changes and educate future translators. In its efforts to close the gap between theory and practice and provide access to the professional community of practice, academia needs to consider these modern conceptions of translation.

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A collaborative translation model using online media is one of the alternatives that translators can use to translate texts in academic activities and the world of work. To produce appropriate translations, translators may involve various related parties, like other translators, experts, and the original authors of the texts being translated whenever possible. By utilizing the media online, translators do not need to meet face to face to collaborate with other parties because they can discuss online and find solutions to problems. Online media use can be determined based on the most convenient for all parties. For instance, through a social translating project, The Goethe Institute utilizes lectures as a discussion platform for translators. A German class at the University of Malang also conducted collaborative translation by translating a short story in German entitled *Vertrauen in Übersetzung* course using the Discord app (Sandria & Rosyidah, 2021).

This study has carried out translation with this kind of model in translating Indonesian folklore in an Introduction to an Introduction to Translation course in the English Department of Universitas Brawijaya Malang. The application used was Padlet, which enables student translators to work collaboratively in translating their selected story. In the early stages, the students formed groups and joined groups created in the padlet app. After that, students and lecturers in charge of the course interact with each other, discuss, and exchange opinions and information to solve the difficulties encountered when translating the text.

The practice of collaborative translation was beneficial for the participants of this study. This follows Thelen's (2016) statement revealing the characteristics of deep collaborative translation learning in more detail as follows: 1) aims to complete a task or project; 2) many participants interact, either synchronously or asynchronously; 3) there is a process of negotiation or discussion among participants; 4) allows division of tasks; 5) can be decentralized and can also be self-organized, but this is optional, and 6) requires mutual agreement among participants. In that opinion, collaborative translation involves cooperation and good communication between participants to complete tasks effectively as a team. However, as mentioned by Zwischenberger (2022), since online collaborative translation is still a relatively young field of research, there are still conceptual uncertainties, particularly surrounding the selection of the meta- or top-level concept for recent forms of online translation (such as translation crowdsourcing), unsolicited and self-managed forms of online translation (like Wikipedia translation), and the various forms of online fan translation.

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In translation class, students often experience difficulties translating texts individually because they cannot ask if they find a difficult word, such as culture-bound terms or words that contain special meanings only understood by the author of the original text (Adlan et al., 2020). This impacts the translation results, which will probably be less accurate and acceptable. For this reason, models of collaborative translation can be used as an alternative solution to overcome students' difficulties when translating a text.

The participants' responses highlighted several vital topics regarding the new information and skills that could have been acquired through this method. They had the chance to do this and become a team member, becoming more familiar with the teamwork process, improving communication, and coming to a compromise (viewed as a crucial component). Additionally, they utilized this working atmosphere as a platform for learning. This activity enabled them to see other people as potential models when choosing translation strategies while perceiving other group members as a correction factor in the sense of getting instant feedback from their peers. This present study results also support (Hartono, 2019), who polled his respondents and outlined their responses about the use of the Tripartite Cycle paradigm (TCM) as a collaborative translation paradigm. In this paradigm, a single translation process or activity involves three parties: the author, the translator, and the rater.

These examples demonstrate that the participants are fully aware of the shifting trends in the global labor market, which call for a variety of competencies (including effective social interaction and computer literacy) in addition to specialized language and translation skills. The interview transcripts demonstrated the student translator's enthusiastic support for collaborative translation projects and the potential of such activities in the relevant curriculum.

CONCLUSION AND IMPLICATION

Conclusion

Although limited in scope, this study has proven that for the younger generation, collaborative translation is a natural way to get around using online communication and resources to carry out their translation work. There is also a strong preference for exploring new learning methods, such as collaborative translation, as it offers several benefits identified by the participants and discussed above. Collaborative translation has been seen as a source of

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multifold benefits. These benefits can be related to the process's personal aspects or their psychological impact on the participants, such as feeling less pressure, being relaxed, counting on support from others, and developing social skills. In addition, the target text is gaining quality, as it contains fewer incorrect elements. Eventually, the translation process becomes a highly positive working atmosphere, yielding reliance on colleagues for support.

Implication

At the university level, the need to incorporate collaborative translation into the existing curricula is more than evident, as indicated by the participants in the study. The response from the student translators is what prompts the academic community they are a part of to take action. By establishing such a setting for learning, not only would the academic community gain substantially from the improvement of student translators' abilities. The entire community might benefit from having appropriately qualified specialists in this field, including student translators as potential future professionals on the one hand and their clients in the language industry on the other. Research implications refer to your research's impact on future research or policy decisions or your study's relevant field of interest. 'How will your research affect the targeted community or subject field?' is the question that implications will answer.

BIO-PROFILE:

Yana Shanti Manipuspika holds a Bachelor of Arts in English Literature from Universitas Brawijaya Malang and a Master's degree in Applied Linguistics from the University of Newcastle, Australia. She is currently pursuing her doctoral degree at Universitas Indonesia. Her expertise is in general applied linguistics and translation studies. Corresponding email: yana_shanti@ub.ac.id

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