FORMATIVE PERFORMANCE ASSESSMENT IN THE PROCESS OF DEVELOPING TRANSLATION SUB-COMPETENCES

EVALUACIÓN FORMATIVA DEL RENDIMIENTO EN EL PROCESO DE DESARROLLO DE LAS SUBCOMPETENCIAS DE TRADUCCIÓN

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Abstract

This research paper addresses a method of student performance evaluation applied to the process of online collaborative learning. The model of evaluation is intended for developing translation sub-competences and involves the analysis of the team members' discourse in the process of negotiating meanings, in compliance with Stahl's claim that discourse constitutes interpretation (2004: 69). The devised individual assessment form studies the performance of collaborating team members in two dialogic spaces, the content space, and the relational space of collaboration (Janssen and Bodemer 2013). The assessment procedure comprises an analysis of the students' individual achievements as well as their contribution to the team's expert knowledge building. The main goal of this research paper is to highlight the regulatory function of the formative performance assessment method for team learning and to indicate the interdependences between collaborative learning, formative performance assessment as well as the communicative approach to learning, the latter constituting the theoretical framework for this research.

Keywords: translation sub-competences, teaching translation, formative performance assessment for learning, communicative approach to learning, online teaching.

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Resumen

Este trabajo de investigación se refiere al método de evaluación del desempeño del estudiante aplicado al proceso de aprendizaje colaborativo en línea. El modelo de evaluación está destinado al desarrollo de subcompetencias de traducción e implica el análisis del discurso de los miembros del equipo en el proceso de negociación de significados en cumplimiento de la afirmación de Stahl de que el discurso constituye interpretación (2004: 69). El formulario de evaluación individual ideado abarca el estudio del desempeño de los miembros del equipo colaborador en dos espacios dialógicos, el espacio de contenido y el espacio relacional de colaboración (Janssen and Bodemer 2013). El procedimiento de evaluación comprende el análisis de los logros individuales de los estudiantes, así como su contribución a la construcción del conocimiento experto del equipo. El objetivo principal de este trabajo de investigación es resaltar la función reguladora del método formativo de evaluación del desempeño para el aprendizaje en equipo e indicar las interdependencias entre el aprendizaje colaborativo, la evaluación formativa del desempeño y el enfoque comunicativo del aprendizaje. Este último constituye el marco teórico para esta investigación.

Palabras clave: subcompetencias de traducción, enseñanza de la traducción, evaluación formativa del desempeño para el aprendizaje, enfoque comunicativo del aprendizaje, enseñanza en línea.

1. Introduction

Teaching literary translation constitutes a challenge since this activity is ingrained with the abstract concept of creativity difficult to capture, verify or assess. Literary translation is primarily perceived in terms of artistic expression, though, as Grucza claims (2017: 64), the fact that it is also a specific type of linguistic activity should not be repudiated. The pandemic period in Poland in the years 2020-2022 imposed online learning as the only feasible educational strategy, which entailed the need to validate existing teaching methods and performance evaluation forms. The propounded method of collaborative learning towards building translation sub-competences in a shared activity of literary translation from English into Polish constitutes an attempt to surmount two obstacles: (1) the disputable quality of team learning, and (2) the difficulty in the assessment of learning achievements in the field of translation. The model of performance assessment proposed in this paper has been devised to increase the effectiveness of group activities in the process of developing sub-translation competences, designated by PACTE researchers as bilingual, extra-lingual, instrumental, strategic and knowledge of

translation sub-competences (PACTE 2003), discussed in detail in 1.3; besides, by doing so, the applied performance assessment method aims to validate its own regulatory function. The activity of translation is believed to reflect a real-life situation in the students' future professional careers and embodies the process of team cooperation towards expert knowledge building, rather than the process of teaching language through translation. The research outcomes originate from a real didactic situation and include the observation and interpretation of discourses in English and Polish of eight cooperating students of Applied Linguistics at Gdansk University during one academic term of online learning in 2021. The project is described in detail in "Building Translation Sub-Competences of Foreign Language Students in Telecollaboration" (Godlewska 2023), though without consideration of the students' individual performance assessment, the central focus of this paper. Further analysis of the group work achievements substantiates an argument about a significant regulatory function of the formative performance assessment applied to collaborative learning. It is the goal of this paper to evaluate and assess the team members' individual and group contributions to the formation of explicit knowledge in the field of translation studies and to authenticate the devised performance assessment model.

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2. Theoretical Foundations

The theoretical framework of this research is based on a communicative approach to learning, while its methodology relies on the research into translation competence carried out by the PACTE group (PACTE 2003; Hurtado Albir 2017) and borrows from the study of collaborative learning assessment devised by Arvaja (2007) and Hämäläinen (2012). In order to discuss the research outcomes, three main theoretical issues require elucidation, namely formative performance assessment for learning, team learning and its particular collaborative type, and the goal of the learning activity, the development of translation sub-competences.

2.1. Formative Performance Assessment from the Perspective of the Communicative Approach

The communicative approach has predominated since the early 1970s due to its focus on the transfer of the speaker's message and his/her intentions in everyday communication rather than on the linguistic correctness of an utterance (Komorowska 2007, 2019: 157; Gajewska and Sendur 2015: 52). It is believed that the construction of evaluative tests should acknowledge the intricacies of the communicative approach in learning and teaching: tests are conducted during the performance of didactic tasks. These tests of performance, as Gajewska and Sendur

argue, place learners in a particular real-life context and force them to adopt a particular social role in a linguistic communicative act (2015: 52). Thus, the growing approximation between the process of teaching and learning as well as the process of evaluation is believed to constitute a recent phenomenon observed in the discipline of didactics (Gajewska and Sendur 2015: 52).

Despite its seeming innovative character, the phenomenon of formative performance assessment for learning can be traced back to the period before the communicative approach to learning became the prevailing didactic approach, as Komorowska (2019: 161) claims. This scholar detects the origins of formative assessment in Scriven's "The methodology of evaluation" (1966) and in the volume *Handbook of Formative and Summative Evaluation of Student Learning* (Bloom et al. 1971). Simultaneously, French and German researchers have devoted a plethora of publications to the issue of formative learning since the 70s through the 80s and 90s up to the present (Komorowska 2019: 160-161).

The validity of formative assessment for learning is accentuated by Komorowska (2019: 162) who stresses its role in stimulating learners' engagement in learning as well as in increasing learning performance despite its drawbacks, such as the subjective and time-consuming process of its operationalisation. Pawlak (2021) highlights the prominence of a formative performance assessment type which surpasses testing as a form of evaluation in that the results of the former provide information for both the teacher and the learner and also give an insight into the learners' errors and the methods of their correction as well as into the students' progress. Nevertheless, Pawlawk (2021) recognises the validity of both summative and formative assessment types, one of which must be selected before the process of performance evaluation with a view to the global didactic process of learning and with respect to its goals.

Formative performance assessment constitutes a relevant evaluative method in second language learning as it involves an interactive exchange of information between a learner and a teacher about the learner's progress which is used in the construction of the future learning process, as Sterna (2016: 15) observes. This critic accentuates the supportive role of formative assessment in the process of learning apart from performance evaluation. It is the process of students' learning which is its essence rather than teaching. Both the teacher and the student must cooperate, the former by creating an appropriate learning environment and the latter by responding to it through effective learning (Sterna 2016: 15).

Bojanowicz (2019: 126) accentuates the role of the teacher-student bond in the process of learning, which lies in the creation of a friendly atmosphere that guarantees a sense of the students' well-being and security. Inspired by Pater's (2015) research, Bojanowicz enumerates five strategies for effective formative

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assessment for higher-education learning, comprising: the definition of learning goals and high achievement criteria, monitoring knowledge and its understanding, offering feedback information about the learning performance, mutual exchange of knowledge among group learners, and supporting learners through including them in the active process of knowledge building (Pater in Bojanowicz 2019: 125).

2.2. Collaborative Learning: A Subtype of Teamwork

The type of learning selected for this study, namely collaborative learning, incorporates the focus on a learning process rather than on its end-product and, as such, intertwines with the main premise of the formative performance assessment method. The type of learning zone selected and designed for the students and the teacher determines the entire learning process, concomitantly with the roles adopted by the team members. The phenomenon of teamwork is defined in English research under two terms, "cooperative learning" and "collaborative learning", designating varieties of team learning methods which can be applied interchangeably (Johnson et al. 2013), or with the stress on their distinctiveness (Mason 1972; Matthews et al. 1995; Bruffee 1999; Roselli 2016; Myskow et al. 2018).

The main difference between the two learning subtypes can be traced in the high degree of the teacher's involvement in the cooperative learning process, in contrast to students' significant independence in collaborative learning. Recent research accentuates the relationship between both subtypes of team learning, suggesting that the cooperative learning method should be used as a form of assistance for the collaborative type at an early stage of learning, before team members manage to acquire the social skills necessary for the process of negotiation while constructing group expert knowledge (Matthews et al. 1995: 40; Murphey and Jacobs 2000).

The author of this paper adopts Myskow et al.'s stance (2018) in that both learning types are treated as phases in a single learning process: cooperative learning is applied at the early stage of the didactic process and collaborative learning in its advanced phase. Furthermore, the collaborative learning type is believed to serve as a strategy which has the potential to stimulate team members' creative thinking and encourage them to rely on other group members' knowledge and expertise. Drawing from Stahl (2004), it is claimed that team members create new meanings and share them in the process of collaborative learning. These new meanings must be interpreted by learners and, subsequently, distributed among the other team members, thus transgressing the limits of tacit knowledge towards explicit knowledge (Stahl 2004: 69). Hence, following Stahl, discourse is constituted in the group interpretation of new meanings activated during the team learning process.

1.3. Translation Sub-competence Model: Definition

The focus of the analysis is on the evaluation of the process of collaborative creation of group knowledge and of individual development in the discipline of translation. The author of this paper diagnoses and attempts to assess the progression of each learner's individual and group expertise in the many dimensions of the translation competence in the process of English-Polish translation. Thus, the hierarchical model of translation sub-competences developed by the PACTE group (PACTE 2003; Hurtado Albir 2017) was selected as the most appropriate for the ongoing research due to its subsuming and differentiating of the multiple levels of the translation process. Furthermore, the PACTE researchers suggest a correspondence between their model of translation sub-competences and expert knowledge. The collaborative learning strategy and communicative approach help to acquire and develop social skills, while expert knowledge relies on social skills.

The PACTE model of translation distinguishes five sub-competences, all of which are related to the sixth element of the model —the psycho-physiological components. Each translation sub-competence alludes to a different aspect of the translation process. They comprise: the bilingual sub-competence, that is, the procedural knowledge of two languages used in translation; the extra-linguistic sub-competence, referring to declarative knowledge of the encyclopaedic type; the knowledge of translation sub-competence, namely the ability to recognise and apply translation methods and procedures as well as "professional translation practice"; the instrumental sub-competence, the ability to use communication technologies and reference books; and lastly, the strategic sub-competence, regarded as the central sub-competence which underlies the translator's ability to conduct the entire translation process, which is related to all of the other sub-competences. The final aspect of the model, the psycho-physiological components, lies in the cognitive dimension of the translation process, incorporating the translator's intellectual abilities and attitude to the translation activity (Hurtado Albir 2017: 39-40).

The distinction of the five main components within the translator's general competence is perceived as a pragmatic tool to be applied in the process of evaluation and assessment of the group's achievements on the individual and collective levels of expanding expert knowledge in the field of translation studies.

3. Methodology and the Model of Performance Evaluation

Formative assessment for learning is indicated as a method which succeeds in evaluating the students' global performance due to its potential to exteriorise the

learners' two knowledge types, the explicit and the implicit, and by way of its many-sided framework (Pawlak 2021; Janicka 2019: 5). The conceptualisation of the formative assessment procedure into the five stages delineated by Bojanowicz (2019) functions as a constituent part of this research paper, together with the combination of two testing types, summative used in the initial phase of learning and formative at its advanced stage, as advocated by Pawlak (2021). This researcher's perspective on the formative performance assessment method with its emphasis placed on the mutual teacher-student interactions in a learning zone constitutes the main foundation of the methodology applied to this research.

The method of performance assessment is indebted to the research of Arvaja (2007) and of Hämäläinen (2012), and their common work on online collaborative learning (Hämäläinen and Arvaja 2009), which foregrounds the role of thinking levels and knowledge resources in the process of knowledge evaluation. The model of the individual performance assessment form adopted in this research incorporates the two categories distinguished by these scholars, though in a simplified form, by addressing the team members' high —and low— thinking levels, and by investigating the frequency of the students' references to the group knowledge resources. The latter phenomenon is included in the performance assessment method as a group "co-text", specified by Linell (1998: 129) as a type of discursive and abstract knowledge resource created by the net of the team members' prior utterances and events. In addition, the methodology acknowledges the definition of discourse and the issue of the exchange of meanings during the process of collaborative negotiation of meaning in group activities as defined by Stahl (2004), with its stress on the group meaning interpretation and group exchange of ideas.

More importantly, the method borrows from the psychology of knowledge by including the concept of analysing learners' performance in two dialogic spaces: "the content space", which designates the activities contributing to building group knowledge, and "the relational space of collaboration", which denotes the interactions leading towards building mutual learners' understanding (Jaansen and Bodemer 2013).

Thus, the performance assessment model adopted in the process of the students' performance evaluation is structured along the two spaces of collaborative learning: first, the content space, inclusive of the thinking levels of the students' utterances, and the references to the levels of translation sub-competences; second, the relational space, assessed from the perspective of the group co-text resorted to by the team members. The formative assessment method applied to this didactic project rests on the ongoing interactions between the team members, and on the feedback information offered by these face-to-face confrontations as well as the

circumstantial information provided by the individual performance assessment form after each online class.

3.1. Description of the Phases in the English-Polish Literary Translation Project

The research method involves a practical didactic project which includes the observation of the learning process of a group of eight university students whose classes were arranged in an online environment via the MS Teams application during the pandemic period, which imposed a shift in the learners' performance assessment.

The students' input involved the completion of a number of tasks which allowed for the collection of data about their performance and development of translation sub-competences from a variety of sources. First, an introductory online questionnaire was conducted to verify the similarity of the students within the three group symmetries of status, age and knowledge level in the field of translation studies; next, cooperative activities were introduced to stimulate the learners' confidence in their translation skills as well as to diminish their sense of apprehension caused by the novelty of online education and social interactions with unknown learners. This phase included the preparation of a student portfolio by pairs of students, regarded as minimal groups, so as to revise the theoretical foundations in the field of translation studies obtained during the learners' prior university education and to introduce and practice the concept of working in groups online. The students' portfolios consisted of scholarly material as well as their own presentations and a mind map, all devoted to a selected translation problem, which the pairs prepared and published online for the whole group to serve as their group knowledge resources and their contribution to the group co-text. The topics were suggested by each pair of students according to their interests and included translation techniques applied to metaphor, the types of metaphor and methods of their translation, the translation of idioms and set phrases, and the translation of cultural elements.

The second phase involved the cooperation of all eight students in the common task of translating one literary text from English to Polish, namely a short essay, "Joy", by Zadie Smith (2013). This text was selected by virtue of the abundance of translation problems, such as cultural issues as well as the writer's idiosyncratic language, specifically her non-linear style and the genre variant of creative non-fiction, all potential translation difficulties. The online course was recorded and the meetings were analysed and interpreted for the sake of the students' end-of-the-term performance assessment. Their mutual relations were observed and assessed with a view to their contribution to the group knowledge building and their

individual engagement level. The students' collaborative work was evaluated with a focus on their ability to negotiate meanings and their input into the group co-text.

The final assessment phase involved an analysis of the self-evaluation questionnaire as well as a group discussion about their sense of achievement, their list of encountered problems indicated after the last online meeting, and a discussion of the results of the anonymous online questionnaire about the validity of collaborative work and its impact on their development in the content space and the relational space of collaboration.

3.2. Methods of Performance Assessment in the Two Phases of the Project

The first phase of the group activities, specifically the students' portfolios including their mind maps as well as their online presentations in English, involved the application of summative performance assessment in addition to the formative one: the students obtained points for the preparation of the group tasks whose quality was regularly subjected to scrutiny by both their peers and the teacher, as the students' portfolios served as open online knowledge resources for the entire group during the whole process of team learning.

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The second phase of the task proved particularly demanding as it involved the observation and interpretation of the students' interactions in English and the assessment of their merit. The most recent research papers on collaborative learning promote three major performance assessment methods: first, a pragmatic attitude and the collection of data from the learners' pulse or body temperature; second, an assessment of the analysis of recorded protocols from the oral performance of collaborating team members, which is regarded as a common technique by Janssen and Kirschner (2020), and an analysis of discourse in the social, cultural and material context of a given environment, advocated by Hämäläinen and Arvaja (2009). The latter approach was applied to this project so as to interpret the group and individual performance levels in the area of developing translation sub-competences.

3.3. Method of Performance Assessment Applied to the Second Phase of the Project

The performance evaluation involved the observation of the students' cooperation while translating a literary text from English into Polish and rested on the selection of "rich points of discourse" (Nord 1994; Hurtado Albir 2017), specifically the difficult moments in the students' discussions over translation problems marked by significant hesitation and pauses leading towards clashes of attitudes, arguments, and suggested solutions to these obstacles. These "rich points" constituted the grounds for performance evaluation.

Each online class was interpreted and diagnosed by the teacher by means of an individual performance evaluation form (Table 1), which assesses each student's individual engagement as well as his or her role in the creation of the team knowledge by addressing two spaces of the discourse created while learning.

Class date:	Student name:
High-level utterances (0-4 p.)	
Bilingual sub-competence (0-4 p.)	
Extra-lingual sub-competence (0-4p.)	
Translation knowledge sub-competence (0-4p.)	
Instrumental sub-competence (0-4p.)	
Strategic sub-competence (0-4p.)	
References to the group co-text (0-4p.)	

Table 1. The individual performance evaluation form

The performance evaluation within the content space of collaborating discourse includes two aspects: first, a student's level of creative thinking is evaluated by the frequency of high-level thinking utterances on a 0-4 points scale: (0 – no high-level utterances; 1 – high-level utterances rarely present, 2 – high-level utterances sometimes present; 3 – high-level utterances frequently present; 4 – high-level utterances highly present); second, each student obtains from 0 to 4 points for utterances attesting to their contribution to the development of particular sub-competences (0-4 points for each of the five sub-competences).

The utterances representing the high-thinking level manifested the students' abilities of independent analysis and interpretation of the translated text as well as their creativity in offering translation solutions. The translation of set phrases, cultural elements as well as the writer's private metaphors —defined by Raymond Van den Broeck as "innovating creations of individual poets" (1981: 75)— provided data for the investigation of thinking levels and of particular translation sub-competences which they revealed. For instance, rendering the colloquial phrase "old food" used in the depiction of food vans in the streets of New York (Smith 2013: 1), resulted in a range of answers: the students rated with 4 or 3 points for a high-thinking level utterance each offered a different solution to the problem demonstrating independent and creative thinking. The answers included a variety of acceptable semantic equivalents for "ordinary food" (student 1 obtains 4 points for her translation option "zwykłe jedzenie" [*ordinary food*], student 2 gains 4 points for "codzienne jedzenie" [*everyday food*], student 3 – 3 points for the proposed solution "zwyczajna kuchnia" [*everyday cuisine*], a less fortunate translation option on the level of bilingual and extra-lingual sub-competences in

contrast to the other students' choices. The lower rated utterances, such as student 5's answer, revealed her effort to contribute to the general class discussion by suggesting a translation solution. Nevertheless, her proposed translation variant represented a literal and semantically misleading translation of the original phrase, specifically "stare jedzenie" [back translation: *stale food*]. This observation resulted in only 2 points, granted for an attempt to formulate a new solution (a high-thinking level utterance), though without justification or reasoning which could elevate the evaluation of this solution from a single dimension of the bilingual sub-competence to reach the other sub-competences. The students did not obtain any points on the level of high thinking utterances if they failed to submit any translation solution or to evaluate an indicated translation problem. The students' contributions to discussion, such as agreeing to the other participants' suggestions or repeating their answers, represented low-thinking level utterances.

The performance evaluation within the relational space of the students' discourses involves the evaluation of the team members' references to their group "co-text" (Linell 1998), which should be understood as the online data base, constantly updated, verified and enriched during the whole process of collaborative learning, and the students' prior utterances. The ability to update the online database and to use the online environment during the classes, including the chat to present their translation variants, as well as their reliance on scientific online databases, were evaluated on the level of the instrumental sub-competence and showed a gradual increasing tendency during the whole learning process, as the students learned particular techniques from one another.

The references to the group co-text were awarded with 0-4 points during each class. The students' attempts at critical evaluation of the other students' translation solutions supported with their reasoning and the assessment of a translation obstacle gave them a higher score on the dimension of high-level utterances as well as on the level of the group co-text. For instance, students 1-4 participated in the discussion by either inventing solutions or by evaluating the other team members' utterances. The critical remarks directed at student 5's solution "stare jedzenie" [*stale food*] granted student 2 points on the level of the group co-text for the ability to indicate the stylistic and semantic inappropriateness of the answer with reference to the group knowledge. Specifically, student 2's criticism was grounded in her knowledge of translation procedures discussed at the early stage of the online project and publicised via the students' online mind maps. Thus, her reply was awarded 4 points on a number of sub-competence levels thanks to her demonstration of theoretical translation knowledge (knowledge of translation sub-competence), her ability to assess the validity of the translation option (strategic sub-competence) and her evaluation of the relationship between the suggested translation and the socio-cultural context in the source text (extra-linguistic sub-competence).

4. Analysis of the Students' Performance and Assessment Results

The formative assessment method required constant updates concerning the students' performance, since students are believed to constitute the core of collaborative learning, an idea accentuated by Sterna (2016). Introduced at the advanced level of study, following Myskow et al.'s premise (2018), the collaborative learning process was evaluated at the end of each online meeting to complete daily individual assessment forms. The analysis of all of the forms from the entire period of the online learning course resulted in the delineation of the individual students' development tendency and of the team's progress within "the content space" and "the relational space" (Jaansen and Bodemer 2013) created by their discourse.

To illustrate the process of evaluation of the students' performance during the online discussions, exemplary discourse contributions are illustrated with the focus on the interactions between student 1 (who had the highest initial and final grade) and three other team members. Student 1's successful grading during the first meeting lies in her substantial input into the discussion and her effective indication of translation obstacles in the writer's idiosyncratic language, as in the following lines: "A lot of people seem to feel that joy is only the most intense version of pleasure, arrived at by the same road —simply have to go a little further down the track. [...]. It's not at all obvious to me how we should make an accommodation between joy and the rest of our everyday lives" (Smith 2013: 1). Student 1 highlights the problem of connecting clauses of the sentence in the target language and, as the only one in the group who suggests changing the structure of the passage by dividing it into separate sentences, thus solving the problem on the stylistic and structural levels. The student recommends the following translation variant: "Wielu ludzi uważa radość za bardziej intensywną formę przyjemności. Dochodzi się do niej podobną drogą —tyle że po prostu idziesz kawałek dalej [back translation: *A lot of people think that joy is a more intense form of pleasure. You reach it by the same road —but you go a bit further ahead*]. Besides, the same student indicates the problem of translating the word "joy" due to its various synonyms in Polish. As a result, her answer is awarded four points on the levels of bilingual and strategic sub-competences. The student's observation triggers translation solutions from students 2 and 3: they suggest and discuss three translation options, student 2 "radość" [*joy*] and student 3 - "szczęście" [*happiness*] and "wesołość" [*joyfulness*]. Thus, the observation of student 1 stimulates the group's creative thinking and high-level utterances with newly invented translation variants. This results in further points obtained by student 1 for the contribution to the group co-text.

During the final three course meetings, student 1's statements manifested further development at the high-thinking level: she evaluated the other students' translation variants, thus showing her awareness of translation procedures (translation knowledge sub-competence) and a significant increase on the level of the strategic sub-competence, as illustrated by the following case: when student 6 suggests rendering a cultural element by means of literal translation into Polish, specifically "Washington Square" to be translated as "Plac Waszyngtona", student 1 objects and insists on preserving the original proper noun so as to recreate the ambience of New York and of the American cityscape, both central themes of the story.

The problem of translating proper nouns is raised by the students during the fifth meeting again, though in a new context and with respect to different translation segments, i.e., names of a popular music club and a street market. All the students accept and follow the foreignizing strategy agreed on during the first discussion initiated by student 1 and agree to preserve the original proper names, "The Fabric Club" and "the Smithfield meat market". Student 6 and student 8 critically evaluate this translation solution by comparing it to the equivalent issue analysed in the first discussion. As a result, they suggest a translation solution grounded in both the group co-text, namely the prior group discussion, and their extended knowledge of translation procedures: the original proper names are to be translated literally into Polish equivalents as "Klub Fabryka" and "stary rynek mięsny Smithfielda" since, as student 6 argues, these cultural elements may not be easily recognised by Polish readers, hence they require a domesticating approach.

The interpretation of the forms completed after every discussion resulted in several observations on the students' achievements. It can be affirmed that the quality of the initial process of collaborative learning stands in contrast to that observed during the final classes. Moreover, the quality of the team's work matches the students' level of engagement. This, in turn, correlates with the differences between the students' knowledge levels in the group: the high achievers revealed more engagement than the weaker students in the initial phase of the project, which is reflected in their higher grades for each sub-competence level during the first class. Besides, the degree of this group's high-thinking level utterances was already significant at the beginning of the course, in contrast to the low level among the weaker students during the first two months of the course. Nevertheless, the level gradually increased towards the end of the project (Table 2).

Student name (high-achievers)	1st class score	8th class score	Student name (low-achievers)	1st class score	8th class score
Student 1	3	4	Student 5	1	3
Student 2	3	4	Student 6	2	3
Student 3	3	3	Student 7	3	4
Student 4	3	3	Student 8	2	4

Table 2. The summative record of the average rate of students' high-level thinking utterances

It can be assumed that the collaborative learning and the adopted formative performance assessment method are responsible for increasing the weaker students' ability to resort to their internal knowledge resources in the process of suggesting concepts, evaluating the other students' ideas, and discussing with their peers and with the teacher. It should be acknowledged, however, that the stronger students' rate of high-level utterances remained almost stable during the didactic process, though it did not deteriorate. The weaker students' enhanced results and their growing engagement in the common project legitimise the application of the selected method of learning and of formative performance assessment which, as Komorowska (2019) claims, functions as a stimulus in a learning process.

A similar analysis was conducted with a view to the team's development of specific translation sub-competences. A comparison of the results of individual assessment forms and the points obtained at the beginning of the course (class 1) and at its end (class 8) involved the observation and evaluation of the students' utterances while translating. The students' observations which revealed their knowledge of both languages and their ability to create a literal equivalent in the target language would give them a point at the bilingual sub-competence level, e.g. the Polish translation variants of joy, such as "radość" and "szczęście". The students' remarks showing their awareness of the socio-cultural context would result in points at the extra-linguistic level, e.g., the identification of cultural elements such as song titles present in the text ("Smells like Teen Spirit") or proper nouns. The students' references to specific translation procedures and strategies, such as the use of a foreignizing or domesticating approach, (for instance, student 6 arguing against the foreignizing approach mentioned in the previous section of this paper) would award them points at the level of the translation knowledge sub-competence. The demonstration of abilities to use online scientific databases to verify their knowledge or skills to use the chat to present their translation were observed during meetings and awarded with points at the instrumental sub-competence level. However, 2 points constituted the lowest score on this sub-competence level since all of the students started their work in the online environment using basic online tools,

such as MS Teams. Finally, the manifestation of abilities to specify a translation obstacle, to select and evaluate the most appropriate translation option and to justify their decision would award them with points at the strategic sub-competence level.

The results of the students' achievements during the first and last online meetings shown in Table 3 reveal the most significant peaks at the levels of the translation knowledge sub-competence, the instrumental sub-competence and the strategic sub-competence. The divergence between the results of the high achieving and the low achieving students is still visible, though to a smaller degree (Table 3).

Student:	S.1 class 1/ class 8	S.2 class 1/ class 8	S.3 class 1/ class 8	S.4 class 1/ class 8	S.5 class 1/ class 8	S.6 class 1/ class 8	S.7 class 1/ class 8	S.8 class 1/ class 8
Bilingual s.	4/4	4/4	4/4	3/4	3/4	2/3	3/4	2/3
Extra-lingual s.	3/3	4/4	4/4	3/3	3/4	2/2	2/2	2/3
Translation knowledge s.	4/4	3/4	3/4	3/3	4/4	1/3	1/3	2/3
Instrumental s.	3/4	2/4	3/4	2/4	3/4	2/3	2/3	3/4
Strategic s.	4/4	3/4	3/4	2/4	3/4	2/3	2/3	2/4

Table 3. Assessment of team performance in the content space: average rate of students' sub-competence development between the 1st and the 8th online classes

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The score of the high-achieving students reveals an increase in the level of the translation knowledge sub-competence (students 2, 3), the instrumental sub-competence (students 1, 2, 3, 4) and the strategic sub-competence (students 2, 3, 4). The other students' scores indicate a slight increase in the level of the bilingual sub-competence (students 5, 6, 7, 8), a sharp increase in the level of translation knowledge sub-competence (students 6, 7, 8) and a slight increase in the level of the other two sub-competences, the strategic and the instrumental (students 5, 6, 7, 8). The results are symptomatic of the students' particular educational needs: the first four students represent high-achievers whose progress at the level of linguistic skills is not noticeable in contrast to the remaining students whose linguistic abilities were weaker.

All the students can be claimed to have profited to some extent from the didactic project and from the formative performance assessment method as their sub-competences relating to their translation expertise, both theoretical and practical, improved. Nevertheless, the most significant increase in the sub-competence levels

marked by two points can be observed among the weaker students: at the level of the bilingual sub-competence (two points for students 6 and 8); at the level of the extra-linguistic sub-competence (only a one-point gain is observed); at the level of translation knowledge (two points for students 6 and 7); at the level of the instrumental sub-competence (2 points for students 2, 4 and 8); at the strategic sub-competence level (two points for students 4 and 8).

The third aspect included in the performance evaluation of the team pertains to the students' references to the group co-text updated through the entire online learning process and stimulated by the group discourse. The utterances within the relational space of the group discourse were also rated during the first and the last class to show the performance tendency of the team.

Student:	S.1 class 1/ class 8	S.2 class 1/ class 8	S.3 class 1/ class 8	S.4 class 1/ class 8	S.5 class 1/ class 8	S.6 class 1/ class 8	S.7 class 1/ class 8	S.8 class 1/ class 8
References to the group co-text	3/4	2/4	3/4	3/4	4/4	1/3	1/2	1/3

Table 4. Assessment of the group activity in the relational space of the team

The tables presented in this paper indicate a slight increase in the students' references to the group co-text among both the high-achieving and the weaker students. The results justify the application of the collaborative learning and the formative performance assessment method, which enhanced students' dependence on each other's explicit knowledge revealed during their discussions, rather than solely on external knowledge resources, as occurred at the beginning of the project. The initial low engagement in building the group co-text, marked by the students' tendency to resort to their own online portfolios or to their personal ideas, is later replaced with their willingness to quote their peers and to refer to their previous utterances so as to agree with them or to question them. Examples of the group co-text being quoted during the translation project include the previously mentioned decision-making discussion about resorting to a foreignizing or domesticating approach to proper nouns, initially imposed by student 1, later reversed by student 6's decision to translate proper names literally. Student 6, who refers to the first meeting and to the students' discussion on proper nouns, uses it as her background knowledge. However, she does not repeat student 1's opinion, which would be symptomatic of a low-thinking level: instead, she quotes it so as to question its appropriateness in a new context and with respect to other proper names which required a different approach. Thus, the student succeeded in appealing to the group co-text and creating high-thinking level utterances. As a

result of this group discourse, the peers become active participants in the negotiation of meaning and in promoting their shared knowledge.

Moreover, the students gradually occupied the position equal to that of the teacher: specifically, they turned to their classmates to criticise, to oppose, to praise or to join the discussion on expert knowledge. Student 1 appreciates student 4's ability to render idiomatic expressions, such as converting the line "the small things go a long way" (Smith 2013: 1) into a stylistically sophisticated idiomatic phrase through its nonliteral equivalent, "drobne rzeczy mogą zdziałać cudza" [*little things can make magic*]. Praise from the best student might be perceived as a stimulus for the weaker students in the future learning process. In contrast to this, student 2 rejects the latter variant, relying on translation techniques applied to literary texts presented on mind maps at the outset of the online course. She argues that the suggested translation option contrasts with Zadie Smith's original colloquial register devoid of decorative metaphors.

The teacher's role altered and was equated with the position of the students in the process of collaboration. In addition, the individual assessment forms provided at the end of the class allowed the students to verify their weaknesses on their own, and to provide information to the teacher about their knowledge gaps, illustrating the teacher-student information exchange specified in the formative performance assessment method (Pawlak 2021). The process of information exchange contributed to extending the group co-text and the shared knowledge resource for the whole collaborating team. This, in turn, might have prompted the shift in the teacher-student relations and in the organisation of the online learning environment into a semi-professional translator's space.

Apart from the individual assessment forms, which constituted the major performance assessment tool in the learning process, the assessment method involved appraisal of the online discussions during and after the classes, the exchange of information by means of a chat, the use of MS Teams, and the data obtained from the final online satisfaction questionnaire, which allowed the students to rank the positive aspects of the project in part 1 and to indicate its weaknesses in part 2. According to the questionnaire results in part 1, the issues appreciated by the majority, chosen by five team members, include the following: the possibility of learning translation skills; the opportunity to compare many translation variants; a friendly and more personal atmosphere; and mastering translation skills in a team. The other options selected by four students were the opportunity to test a new teaching method and to broaden knowledge on translation theory, as well as the teacher's role as an equal partner. The options selected by three students comprised a lack of conflicts and, chosen by just two students, easy use of MS Teams and sharing information online, working together

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rather than individually, more opportunities to speak, and improving social abilities. The same aspects of the project were evaluated from the negative perspective in part 2 of the questionnaire and highlighted the problem of stress and fear of sharing ideas with others, indicated by four students, and the method of working together rather than individually, pinpointed by three team members. During the final online meeting, the students who indicated the method of collaborative learning as the negative aspect of the project wished to change their answers into the positive ones: they claimed that their criticism reflected their initial judgement of group work which changed after a few meetings.

The final part of the satisfaction questionnaire included the students' self-evaluation for each translation sub-competence level, rated with 0-5 points. The results demonstrate the students' acknowledgement of their development at the level of the strategic sub-competence (rated with 4-5 points by all the group members), and the bilingual sub-competence (rated by five students with 4 points, two students with 3 points, and one student with 5 points). The lowest-rated sub-competences were the instrumental sub-competence (four students – 2 points, three students – 3 points, one student – 4 points) and the knowledge of translation sub-competence (three students – 3 points, three students – 4 points, two students – 5 points).

It is significant that the majority of the students rated the classes higher after the last meeting, contrasting with their initial scepticism about the success of collaborative learning and of the formative performance assessment expressed at the onset of the project. In addition, the discussion with the teacher disclosed their initial fear and feeling of intimidation in the face of online communication with their peers and with the teacher. The questionnaire revealed a shift in their attitude and their appreciation of a friendly atmosphere during teamwork. The students gave a positive assessment of their developing translation skills, the strong teacher-student and student-student bonds, and improved self-confidence achieved by the end of the course. What is more, the results of the students' questionnaires are consistent with the teacher's individual student performance evaluation. Firstly, the team acknowledged their significant development at the level of the bilingual and strategic sub-competences. This might be confirmed by the results of the individual assessment forms, which show an increase by one point in the group by 5 students, including the low-achievers. Secondly, the development at the level of the strategic sub-competence can be observed among 5 students by an increase of one point, and two students by two points. Furthermore, the development of the students' computer skills can be seen in the increase at the instrumental sub-competence level by an improvement of one point among six students and two points among two students. It should be added that the students' self-assessment

forms support the latter finding since only one student admitted problems with using the computer application or with working on-line.

5. Conclusion

The process of formative performance assessment was implemented following the five criteria advocated by Bojanowicz (2019). The learning goals, namely the group translation of an English literary text into Polish and the exchange of expert knowledge in the field of translation studies, were established at the outset of the experiment. The expanded expert knowledge was regularly monitored, commented on and interpreted during the students' presentations and discussions online. The exchange of information about the process of learning and learning results were rendered on various levels: teacher-students, student-student, student-teacher. Consequently, the students became active participants of the translation learning and of the entire performance assessment process which was implemented by the teacher but activated by the students' engagement in the multiway process of information exchange.

The formative assessment of students' performance applied to the literary translation project relied firmly on the mutual interactions between all group members, with the teacher being their equal partner. The individual performance assessment form provided an effective tool to measure the students' increased translation sub-competences. The study of the forms obtained at the end of the project revealed the development of these sub-competences which prove fundamental to expert knowledge in the field of translation. It might be postulated that the concept of collaborative learning devised for extending expert knowledge coincides with the concept of formative performance assessment due to their shared advocacy of multiway interactions, their potential to generate new learning environments, inclusive of a teacher-partner, their reflection of professional relations and circumstances, as well as their common promotion of constant learning through these interactions, monitored and supported with updated expert knowledge. Thus, the method of formative assessment for learning extends beyond its basic function of evaluation to embrace the function of the learning process itself.

It may be stated that formative performance evaluation for learning has a high regulatory function due to its ability to rearrange class dynamics and promote the development of expert knowledge through the stimulation of team members' active engagement in the process of knowledge building. The proposed method of translation teaching through team work is believed to provide translation teachers with a new perspective on extending students' translation expertise at a university

level. Besides, the project revealed that the method requires a more up-to-date approach to students' performance assessment, such as the formative performance assessment. The evaluation of the students' achievements proposed in this project constitutes a constant process, placing each student at the centre of the learning process rather than the result of this process, namely the final end-of-the-term examination. Evaluation perceived from this angle gives an opportunity to engage all students in the learning activity and stimulates their creativity. Moreover, the students' cooperation over a practical translation task allows them to experience a semi-authentic professional situation in which they are expected to make expert decisions and to rely on their knowledge, thus encouraging them to extend it through online research work. In addition, the teacher's withdrawal from the team's practical task and her acceptance of an advisory position in the team, rather than that of a mentor, might have an impact on the students' growing confidence in suggesting new translation solutions and in relying on the other group members' answers.

The application of the formative performance assessment at a university level of education has the potential to alter students' approach to the assessment of their performance, being a necessary phase in the whole learning process. The aspect which still requires further insight relates to the final element of the translation sub-competence model, specifically "the psycho-physiological components", including "cognitive components", "attitudinal aspects" and "abilities" (Hurtado Albir 2017: 40). The comparison of the group's initial sceptical attitude and their final satisfaction with online cooperation, supported by the optimistic results evidenced in the evaluation forms, confirms the group's convictions about their strengthened self-esteem and their overcoming the fear of public speaking and of using online applications. Nevertheless, some further research might be welcome to measure the degree in which students exploit the internal and external cognitive resources at various stages of the formative performance assessment during translation activities, in particular of a literary type.

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