

## ***"The Effect of Using a Proposed Blended-Learning Based Program on Developing Translation Awareness, Skills and Satisfaction for English Majors"***

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### **Abstract:**

**T**his study aimed at investigating the effects of utilizing a proposed Blended-Learning(BL)based program on developing translation awareness, skills and satisfaction for English Majors. The study followed the descriptive and quasi-experimental pre/post-test, one group design. Total sample of the study consisted of (N=35), second year English major students (Ss) at Al-Arish Faculty of Education, English Majors. Three instruments were prepared and administered by the researcher after verifying their validity and reliability. They contained the Pre/Post Translation Awareness Test, the Pre/Post Translation Skills Test, and the Students' Satisfaction/Dissatisfaction Scale towards using the proposed Translation BL based program. Results of the study showed positive effects of using the proposed Translation BL based program in developing the students' Translation awareness and skills as well as satisfaction. Some recommendations and suggestions for further research and studies were presented in the light of the findings of the study.

**Key Words:** a) Translation, b) Translation Awareness, c) Translation Skills, and d) Blended Learning.

### **Introduction and Context of the Problem:**

No one deny the significance of Translation in general and for English majors in particular. The importance of Translation from one language to another, especially from English into other languages, due to its close relationship to language skills, cultural awareness of various languages,

and social skills. Besides, Translation awareness is connected with the quality of Translation product. In spite of the significance of translation, as a basic skill and main aspect of language, it represents many challenges and problems for Ss to produce good translations. Some of these problems may due to using ineffective methods for Translation instruction.

However, many educators and researchers stressed these ideas. For example, Zabalbeascoa (1994), Abdella (2010), Venkateswar (2015), Deconinck et al. (2017) Walravens (2017), Research Gate (2021), (AALC) (2022) and <https://www.edu.edu.eg> pointed to the valuable role of translation awareness in Ss' Translation Courses, especially for English majors, for developing Translation skills especially for beginners. It was indicated that, good quality of translation depends on the translator's awareness of the purpose, content, roles, cultural differences and connecting his / her own theoretical background to practice. Kaye (2011) indicated that, in spite of the significance of Translation as a major aspect for English language learning and instruction for a long time, it did not have the serious concern it actually deserves. Postan (2020) stated that Translation is one of the most complicated and misunderstood disciplines in the world. However, "word for word", result in insufficient translation.

Naimushin (2002), Xeni (2010) and Abdella (2010) pointed out that, Translation is considered as one of the most significant language skills and major aspects for Ss' linguistic and communicative skills. That significance due to the importance of Translation in preparing Ss for their academic and social life. Despite of the significance of Translation, it has many problems and challenges which face both of the

Ss and the instructors of Translation themselves. Zabalbeascoa,(1994) Bowker, (1999), Li, (2006),Carreres, (2006), Xeni, (2010),Wang,(2011), Ghazala,(2012),Askari (2019) and Postan(2020)declared that, Ss had poor scores in their Translation exams because of their shallow experience, practices and poor translation skills.

It was added that, the skill of teaching and producing correct accurate translation from/to a foreign language represents various challenges and difficulties. However, they investigated the problematic issues in Translation as below:

First, the teaching process of Translation itself is complicated requiring various dynamic teaching methods. Second, many methods of Translation instruction are ineffective since they require more adaptation to meet Ss' needs, interests and levels.Third, the Ss' unacceptance/passive attitudes towards Translation, because of asking them to translate complicated/dull passages.Fourth, the Ss' lack of language awareness in general and the shortage of translation awareness/skills in particular. Fifth, presenting inappropriate selections of purposeful and meaningful translation activities, especially at the starting stages causes in poor translations. Sixth, a lot of Translation instructors and Ss are not aware of

the goals, significance, cultural and language awareness of Translation. Seventh, stressing the teachers of translation on the final product of Ss' translations rather than stressing on teaching them how to translate. For instance, most of them do not teach them well the main principles of good translation. Ninth, considering Translation as an individual activity rather than considering

it as a communicative interactive process in a community/group work. Tenth, translating "word for word", result an insufficient translations. Finally, the separation between the theoretical background of Translation and the practical aspect. Accordingly, the curriculums cannot meet its aims and requirements in relation to developing Ss' Translation skills.

Awadalbari(2015)and Ahmed&Ibrahim(2019)added that ,these problems difficulties face Ss who translate in both of the national and international languages, especially the Arab Ss. They also have shallow knowledge and kills related to Translation / writing skills. These problems are more obvious especially for Ss who translate from English / Arabic particularly at the university level. Meanwhile, Adams (1998), Stepanova (2010), and Abdellah (2010) pointed out that, it has become necessary especially for graduate Ss. Consequently, they should be aware of the language and cultural awareness by providing them with various opportunities for using the electronic inter-net applications in Translation.

Bryan and,Volchenkova (2006), Thompson (2016), Al-Mersal(2019) Garner and Oke (2021) , <https://www.almersal.com> (2021) and Salaah( 2021)

pointed out that, BL has been one of the types of innovative digital technology used in educational purposes in general and in higher Education in particular.It aimed at introducing good quality of learning/teaching and filling many gaps. Some of these gaps are related to place,time,money,effort, management and individual differencesbecause of its advantages, facilities and flexibility.

The University of Bristol, Digital Education Office (2018) conducted a case study to examine the effects of using BL in a translation course. Results showed significant effects of using BL by using instructors' feed-back, assessment, and evaluation inside Small Group Discussions (SGD),

and online activities/ assignments. Sheridan (2004), Lawrence (2006), Al-Sayed (2016), O'Neill (2016),

Loschert et al. (2018) and Ergun et al. (2020) concluded that, using digital on line technologies plays a dynamic role in practicing and developing achievement, translation awareness and translation skills.

Salaah (2021) and Bosch (2021) pointed to the significance of using BL as one type of distant learning especially during and after the wide spread of Covid-19 in (2020).

### **Statement of the Problem:**

Throughout the experience of the researcher in teaching the Translation Course before, because of the shortage of lecturers at Al-Arish Faculty of Education, she noted the Ss' lack of the translation awareness. It was also noted that, the weak level of Ss' Translation skills. In addition, the Ss also expressed their desire to improve their Translation skills using interesting teaching method(s) instead of using the traditional boring ones. Moreover, English majors, from first to fourth year were not taught the Translation course appropriately because of Covid 19 and special security circumstances related to North Sinai. Therefore, the essential purpose of the current was investigating the effect of using a proposed Translating BL-based program in developing the translation awareness and skills

for English majors. To ensure the problem of the study, the researcher administered two pilot studies to indicate the Ss' level in relation to their Translation awareness (N=40) and Translation skills. Results were presented as shown in tables (1) and (2) below:

**Table(1): Results of the Pilot Study in Ss' Translation Awareness**

| Questions      | Question (1) | Question (2) | Total |
|----------------|--------------|--------------|-------|
| Mean of Scores | 3.6          | 30.1         | 33.7  |
| Percentage     | 36%          | 33%          | 34%   |

It was evident from table(1) that, the percentage of the mean of scores of Ss in their Translation Awareness was very weak, since these percentages ranged between (33% - 36%), which were very low.

**Table(2): Results of the Pilot Study in Ss' Translation Skills**

| Main Skills                          | Sub Skills                                | Mean of Scores | Percentage |
|--------------------------------------|-------------------------------------------|----------------|------------|
| Translation from Arabic into English | 1) Vocabulary Choice                      | 4.4            | 29%        |
|                                      | 2) Grammar Accuracy                       | 8.0            | 53%        |
|                                      | 3) Clarity of Meaning                     | 8.2            | 54%        |
|                                      | 4) Style & Structure                      | 4.1            | 41%        |
|                                      | 5) Coherence                              | 8.2            | 55%        |
|                                      | 6) Collocation and Organization of Ideas. | 7.4            | 49%        |
|                                      | 7) Mechanics of Writing                   | 3.6            | 24%        |
|                                      | Total                                     | 43.9           | 44%        |
| Translation from English into Arabic | 1) Vocabulary Choice                      | 4.9            | 33%        |
|                                      | 2) Grammar Accuracy                       | 5.4            | 36%        |
|                                      | 3) Clarity of Meaning                     | 4.9            | 33%        |
|                                      | 4) Style & Structure                      | 3.9            | 39%        |
|                                      | 5) Coherence                              | 5.4            | 36%        |
|                                      | 6) Collocation and Organization of Ideas. | 5.3            | 35%        |
|                                      | 7) Mechanics of Writing                   | 3.7            | 25%        |
|                                      | Total                                     | 33.6           | 34%        |
| Total                                |                                           | 77.5           | 39%        |

It was obvious in table (2) above that, the percentage of the means of scores of second year, English majors was very weak in the Translation skills from Arabic into English and from English into Arabic. That result was indicated as these percentages ranged between (24% - 55%), which

were very low. Hence, it was clearly revealed that, there was a significant decline in the levels of second year English major Ss in the Needed Translation Skills. Accordingly, this study tried to find answers to the following major research question:

**\*What are the effects of using a proposed Blended-Learning based program on developing Translation awareness, skills and satisfaction for English Majors at Al-Arish Faculty of Education?**

To answer the major research question, the following sub-questions were formed:

- 1) what are the required major translation skills which second year, English majors need to develop.
- 2) what is the effect of using a proposed blended learning based program on developing the Translation awareness for second year students, English majors?
- 3) What is the effect of utilizing the proposed blended learning based program on developing the Translation skills from Arabic into English for second year students, English majors?
- 4) What is the effect of implementing the proposed blended learning based program on developing the Translation skills from English into Arabic for second year students, English majors?
- 5) What is the effect of using the proposed blended learning based program on developing the Translation skills as a whole for second year students, English majors?
- 6) To what extent are second year students, English majors satisfied with using the proposed Blended Learning Based Program?

**Hypotheses of the Study:**

Six hypotheses were formed for achieving the purposes of the study as below:

- 1) There are basic required translation skills that are needed for developing the Translation skills for second year Ss English majors.
- 2) There are significant statistical differences between the means of scores of the pre and post Translation Awareness Test in favor of the post-administration of the BL based program.
- 3) There are significant statistical differences between the means of scores of the subjects of the study at the Pre and post Translation Skills Test.
- 4) There are significant statistical differences between the means of scores of the subjects of the study in the translation skills from Arabic into English at the pre and post Translation skills Test.
- 5) There are significant statistical differences between the means of scores of the subjects of the study in the translation skills from English into Arabic at the pre and post Translation skills Test.
- 6) There are significant statistical differences showing the satisfaction of the Ss with using the proposed blended learning based program in Translation.

**Significance of the Study:**

The present study could be significant in relation to the following aspects:

**For Students:**

- 1) Enhancing the translation awareness, translation skills and satisfaction especially for first and second year Ss English majors.
- 2) Achieving Ss' centrality by involving them in various active learning experiences based on the proposed BL program.
- 3) Encouraging Ss to communicate, interact and do tasks using technology of Education instead of using the common boring methods (throughout what's app. and as well as using Google Translate, e-dictionaries).



4) Having fun learning throughout a released BL environment.

**For the Field of Translation/Curriculum:**

1) The current study may add a meaningful contribution to the field of review of literature and related studies of Translation awareness, Trans-lation skills and satisfaction with using the BL program.

2) Providing the field of TEFL with an applicable model for teaching and developing the Translation awareness, skills and satisfaction throughout the proposed BL program.

3) It might also attract the Translation instructors' concerns to integrate theory and practice by connecting the teaching of Translation awareness (theoretical background) and practicing the Translation skills using BL.

4) The current study may also attract the attention of instructors of Trans-lation to the significance of practicing the communication, interaction and evaluation skills by using BL.

5) The proposed Translation BL based program could be useful for breaking the routine and management problems of using the traditional teaching methods used in Translation, especially at the university level.

8) It may also attract the Curriculum designers for using BL in preparing Various educational / academic courses / programs for English majors and other specializations.

**limitations of the Study:**

Instructing the proposed BL program occurred throughout the second semester of the academic year 2020-2021. The treatment began on the ninth of March, and was concluded on the 23 rd., of June in the academic year (2021).

**Definition of Terms:**

In the present study, four related terms were identified as below:

a) Translation, b) Translation Awareness, c) Translation Skills, and d) Blended Learning.

There are many definitions for Translation. For example, Warwal (2015),

Osman(2017), [eresources<http://osou.](http://osou.eresources) and Nugroho(2022) as cited in <http://staffnew.uny.ac.id> indicated that translation is the well understanding of the meaning of a text and the subsequent creative reproductive process of an equivalent text, that communicates the same meaning included in the source message in another language.

*According to the present study*, Translation meant conveying the meaning of a written message from English into Arabic and the opposite clearly applying the main principles of good translation for each.

Related to Translation Awareness, it was identified by Bowker(1999) as the principles required for producing good translation. She identified them as below: a) well understanding of the message that is going to be conveyed, b) good knowledge of the source language, and c) mastery of the target language.

*In this study*, Translation Awareness means the theoretical background (e.g. basic principles, rules, information and cultural back-ground) related to Translation which Ss should be provided with to practice and apply for producing good translation.

For Translation skills, many specialists identified them. For example, Sin-Wai(2004) identified the Translation skills as the techniques and competences of translators to convey meaning from one language to another.

*Related to the present study*, Translation skills means, the Ss' abilities for applying the main principles and rules

of Translation to transmit meaning clearly from the source language (Arabic) into the target language (English) and the opposite.

Related to BL, various educational researchers defined BL. For instance, Loschert et al.(2018) defined BL as various strategies and practices in which Ss are involved in. They are learnt and taught both on-line and off-line throughout a variety of learning activities and experiences. Wiki(<https://en.m.wikipedia.org>),(2019) defined BL as an educational approach that connects on-line instructional materials and interactions with traditional place-based classroom methods. Hence, various factors should be included in BL such as the physical attendance and participations of both teachers and Ss as well as Ss' control over time, place and path.

*In the current study*, BL means integrating various learning and teaching activities and experiences using both face- to- face and technological interactions which are guided by the instructor.

### **Literature Review:**

In the light of the review of literature and related studies the following aspects were handled as below:

### **First: Translation Awareness and Translation Skills and Types:**

Cane et al.(1998) recommended that, language awareness instruction should not be considered as a separate or additional subject matter. Rather, it should be thought and taught as a basic aspect of the language skills. Bowker(1999) conducted an experimental study to examine the effects of using electronic corpora for solving the problems of the language awareness related to Ss' translation. Results showed significant impacts in developing language awareness and linguistic skills related to translation.

Xeni(2010) pointed out that, the historical development of learning and teaching English as a foreign language in general and Translation in particular followed various stages and approaches as below: a) Grammar Translation Method, b) The Direct Method, c) Translation as a Problem-Solving Activity, d) Translation as a Reformative and Critical Thinking Activity, e) Translation as a Communicative Activity/Competence, f) Learner's Involvement in Translation as a Process, g) Translation and Language Evaluation, h) Translation and Oriented Activities, and Finally, i) Translation and the Use of Electronic Technology. It was concluded that, Translation enhances Ss' reading comprehension and evaluation skills.

Barros(2011) utilized a study revealed positive effects of using SGD and cooperative method in developing the translation performances in the university level. Xu and Wang(2011) implemented an empirical study for interpreting the methods by which the Chinese university Ss use and evaluate their English translation using on line resources. Lafeber (2012) identified the following needed language knowledge and translation skills: grammatical/structural, and writing skills, research, and dictionary use.

Lou et al.(2013)administered a study to investigate the effects of using BL approach to develop English sentence translation for high school Ss. Findings revealed that, there are no significant effects between the control and experimental groups in translation. Meanwhile, the experimental group showed satisfaction with using the BL approach.

Cesare(2013) suggested using Corpora and on-line based activities, resources and tools for developing Translation strategies and cultural awareness(e.g. Wikipedia, Forums, Search engines). Results showed the effectiveness of using

e-learning and on line feedback in developing Ss' cultural awareness, translation accuracy, self-confidence, and autonomy.

However, many educators stressed the significance of using the Social Network Sites(SNS) and the technological tools in learning and teaching English language skills, especially the read and written ones. For example, Venkateswar (2015), Jassim and Dzakiria(2019), Hoi(2019), and [socialnetworks<www.learnenglish.de](http://www.learnenglish.de) indicated the valuable role of SNS(e.g. Facebook, WhatsApp, emails and mobiles) in learning/teaching methods for providing Ss with a great amount of knowledge and developing their English language communicative skills,as well as motivation.

Lutviana et al.(2018) conducted a study to identify university Ss' needed Translation skills according to their own point of views. Results indicated the following major translation skills: a)reading skills, b)dictionary use, especially e- dictionary, c) Translation skills from Indonesian into English and vice versa, d) Translation idiom and tenses, e) using learning resources, f) applying translation's theory, strategy/ method to translate the text.

Amin(2019) administered a study to develop EFL university Ss' Translation performance by raising their awareness of related syntactic and semantic errors.

Findings showed positive effects for using a metacognitive proposed Translation program for developing Ss' syntactic and semantic awareness and translation skills.Mohamed et al.(2019) utilized a study aimed at developing Secondary School Ss' Translation skills and attitudes through using autonomous learning-strategy based program. Results revealed significant statistical differences of utilizing the autonomous learning strategy in developing Secondary School Ss' translation

skills and attitudes. Moreover, [Espresso Translations](#) (2021) referred to the major types of Translation as below:

a) Literary Translation, b) Professional Translation, c) Technical Translation, and finally, d) Administrative Translation.

**Some Guidelines for Good Translation and Features of Good Translator:**

Many researchers, educators and educational establishments indicated essential guidelines for good translation. For example, Stepanova(2010), De Kellett & Kidd (2010), Xeni(2010), Ulatius (2018), and Pacific International Translations, and Australasian Association (AALC)(2022) indicated some of them as below: a) Ss should be provided with appropriate theoretical background and practical skills by using the electronic devices to develop their translation awareness and skills, b) Translation should be purposeful, and significant for Ss, c) Both teachers and Ss should be aware of the goals, significance, roles/responsibilities in the Translation process, d) Translation should be appropriate to Ss' levels of language, interests and needs to avoid their demotivation, frustration/unacceptance, e) Ss should also be provided with/guided to a real-life Translation, f) Avoiding dull, complicated, overlong passages of translation, g) Selecting effective teaching methods for instructing translation and developing the translation process and skills, h) Connecting the theoretical aspect related to the principles/rules of translation with the practical one of producing good translation, i) Reading as much of the foreign languages as possible for enhancing vocabulary and structural rules, and finally, Holding dialogues/conversations with native speakers.

**The Pilot Study:**

**Translation Error Analysis:**

Many resources handled the use of Translation Error Analysis technique to identify the points of weakness that

translators make throughout their own translations {e.g. Samir and Sin-Wai(2004), Woolf(2005), Pacific International Translations and Australasian Association of Language Companies (AALC), (2022)}. These errors passively affect the quality of good Translation. Samir and Sin-Wai(2004) pointed out that the term of error analysis refers to the mistakes/errors which are made in the translated text. Accordingly, the presence or absence of errors is frequently used to assess the validity and quality of the Translated text.

One classification of the Translation error analysis is divided into two main types of errors. First, some errors which are related to the norms of the target language, such as grammatical mistakes and inappropriate selection of vocabulary. Second, some errors which are related to miss presenting the source text, such as textual omissions/addition, mistranslation, and unjustified or wrong idioms.

### **The Translation Skills:**

Many researchers, scholars and Educational/ academic research establishments/organizations identified the main Translation skills and sub-skills that should be included in, practiced and developed throughout Translation courses. For example, Sin-Wai(2004)Woolf (2005), Kaye(2011) as cited in <https://www.teachingenglish.org.uk>, Lafeber(2012), Ghzalla (2012), Ratih (2015), Warwal (2015) Limantoro (2017),Ulatus(2018), Amin(2019), Mohamed et al.(2019), Postan(2020), Samira nd Tabatabaee-Yazdi(2020).Pacific International Translation and Australian Association of Language Companies(AALC)(2022), Nugroho(2022), <https://www.researchgate.net>, and The Cambridge Dictionary as cited in <http://osou.ac.in> indicated the main and sub-

translation skills as below: a) awareness in translation in SL and TL, b) using appropriate vocabularies, c) appropriate usage of semantic/meaning (in relation to basic principles, rules, and cultural differences), d) appropriateness of style selection, e) form and grammatical rules/syntactic skills (especially tenses, sentence structure), f) idioms/new expressions, g) quality of Translation (such as accuracy, naturalness, communication), h) clarity of meaning, i) flexibility,

g) reading skills (e.g. understanding and analyzing ideas), k) applying the writing skills (e.g. form such as punctuation marks, spelling, indentation and, meaning such as organization and consistency of ideas, synthesis of ideas, composing and editing), l) using electronic/digital tools and fast communication devices (e.g. using e-dictionaries and videos/video conferencing, e-mails, mobiles and social network sites), m) using various language learning resources, n) applying one or more translation theory or strategy for translating the text, o) re-production and creation skills, p) using evaluation skills (e.g. using self, peers', instructors' feedbacks and assessment, groups' reflections, reports, stating points of strength and weakness for better Translations and development), and finally q) using the computer skills.

### **The Needed Translation Skills:**

In the present study, the Needed Translation Skills for second year, English majors were identified in the light of the review of literature, and experience of the jury members, as well as analyzing Ss' most common Translation errors from Arabic into English and the vice versa. They were indicated as below:

#### **1) Vocabulary Selection:**

The Ss should select appropriate vocabulary that fits and expresses the intended meaning and ideas clearly.



**2) Grammatical Accuracy:**

The Ss should apply the grammatical rules correctly to transmit the target text accurately.

**3) Clarity of Meaning:**

Ss should write correct, simple, and clear sentences to clarify the meaning and convey the message(s) clearly included in the target text precisely. To achieve clarity of meaning, they should have well understanding to the text as a whole. Accordingly, some criterion for clear meaning are:

- a) Simplicity, b) spontaneity, c) flexibility and d) communicative

**4) Coherence:**

The Ss should grasp how meaning is structured in the Source Text(ST), and transmitting it faithfully in the Target Text (TT).

**5) Style and Structure:**

The Ss should use the appropriate tone of style. They have to decide what type of language they should use.

For example, should they use formal, informal, formative, casual, technical or literary style? They should decide according to the intended style of the original text.

**6) Collocation and Organization:**

This skill focuses on Ss' ability to organize and collocate their ideas logically to convey the message clearly..

**7) Mechanics of Writing:**

This skill includes Ss' abilities to use the mechanical writing skills correctly which affect the form and meaning of their translations. To convey the target meaning clearly, the Ss should apply the following sub- writing skills: a) Capitalization, b) Punctuation, c) Spelling, d) Indentation and e) Margins.

**Second: Blended Learning: Definition, Purposes, Significance, Models:**

Dream Box Learning (2013), Pappas (2014), Bryan and Volchenkova (2016), Thompson (2016), Loschert et al. (2018), Prasad, R.K., (2020) Bosch (2021), [www.valamis.com/hub/blended\\_learning\\_blog](http://www.valamis.com/hub/blended_learning_blog) <<https://www.dreambox.com> and E-Dynamic Learning, Career and Elective Courses (2019). classified BL into eight major models as the following:

**1) The Face-To-Face Driver Model:**

This model of BL assist Ss to practice and develop their knowledge, experiences and skills. It is more appropriate for Ss who have various levels of abilities. Hence, certain Ss will have their learning on line.

**2) The Rotation Model:**

This model include both face to face and online instruction. For example, the learner can do a task/an activity on line and they participate by discussing in group activities with his /her colleagues offline. The instructor has the opportunities to assess the learners' knowledge acquisition and practicing/developing skills. The Rotation model has many types such as, a) Station Rotation, b) Individual Rotation, c) Lab Rotation, and d) Flipped Classroom.

**3) The Flexible Model:**

In this model, the Ss are provided with most of the subject matter online following an individually flexible schedule and face to face interactions. Only specific learners/small groups will have access to cooperate throughout the face to face instruction. Consequently, the Ss can benefit from the knowledge and experiences.

**4) On Line Lab School Model:**

The subject matter is presented on line inside the school interactively. Some videos, activities, tasks could be

prepared and presented by the teacher to be discussed and communicated.

**5) The Self-Blended Model:**

It provides the Ss with more opportunities to have more classes and subject matter. They should fit with the Ss pace of learning and time. Ss are more centered and dependent in their learning.

**6) The On Line Driver Model:**

The Ss should study using one/more types and devices on line. They occasionally communicate and interact with each other and their instructor face to face/online.

**7) The Enriched/Remote Virtual BLModel:**

This model is focused on Face- to- face instruction that mainly supported by online devices and resources after completing the instructors-led sessions. Hence, the instructors can present on-line materials to his learners( such as links to informative videos, shows, Games).

**8) The A La Carte Model:**

In this model the Ss can do their practices in the classrooms/ labs. Hence, the instructors can record audio/video lecture showing them on line. Both of the Ss and instructors can use forums, e-mails, or instant messages. The Ss can also have self-study on-line courses.

**Some Tips and Guidelines for Selecting the Appropriate Blended Learning Model and Practicing Effective BL:**

Many educators (e.g. Pappas (2014) and Corporate Training (2021). <https://www.isprngsolutions.com>) indicated the major tips, guidelines/steps for implementing successful BL experiences as below:

- 1) Specifying the main goals of the subject matter,
- 2) Identifying the training needs/characteristics of the learners,

- 3) Selecting, guiding, preparing, delivering the content,
- 4) Preparing the learners for the BL experiences,
- 5) Considering the complexity of the content,
- 6) Selecting the appropriate BL model(s).
- 7) Stating the instructors' and the learners' roles,
- 8) Deciding on the techniques of evaluation.

**Third: Advantages, Disadvantages  
and Challenges of Using Blended Learning**

Some educators clarified the advantages and disadvantages of utilizing various technological application using BL. For instance, Thompson(2016), Lalima Dangwal (2017), Lawless(2019) and Marketing(2020) indicated the advantages of using BL as below:

- a) BL integrates the advantages of both offline and online learning and teaching, (e.g., it connects the use of constructive learning, and e-learning).
- b) It develops knowledge and experiences of both Ss and their Ts to attach the current international technological developments.
- c) BL increases Ss' centrality throughout involving them in active learning participations (e.g. attendance, asking, answering, doing assignments, tasks, reading, following instructions and practicing the language skills).
- d) It also decreases the points of weakness of some teachers' professional skills such as classroom management and direct interactions.
- e) BL adds various innovative aspects for the learning/teaching processes for both Ss and teachers(e.g searching, examining, and sharing knowledge).
- f) It provides Ss with many opportunities to practice various social/life skills such as communication, cooperation and interaction.

- g) BL also develops Ss' skills of feedback, assessment and evaluation.
- h) It provides better understanding and quick learning for Ss and more flexibility of Ss' pace of learning and circumstances of time and place.
- i) It is more suitable for large classes/challenging classroom management.
- j) BL involves Ss in funny time learning and interesting learning experiences, breaking the routine of in-doors learning and accomplishing pleasure of learning.
- k) BL saves time, effort and money for Ss and instructors.

On the other hand, those educators referred to some disadvantages of BL such as the lack of the internet or electricity. Other challenges are represented in demotivation/unwillingness of some teachers or students to use BL.

### **Second: Using BL for Developing Translation Awareness and Skills:**

Many researchers spotlighted the effects of using BL in the learning and teaching process in both of the Foreign and Arab Studies. For example, Adams (1998) stressed the significance of developing language and cultural awareness throughout the use of Information Technology and Electronic Applications (ITEA).

Berger et al. (2007) administered a study to assess the influence of using a Web Machine Translation Model. Results revealed that, manual Translation out Performed Automatically Machine-Based Approach.

Benjamins (2009) presented an analytical sight on a study aimed at assessing translation from English into Spanish using three models of web translation sites. Results indicated that, using offline cooperative dialogues developed Ss' Translation awareness, solving problems and

Translation skills related to structure and lexical issues. Wang (2011) conducted a study using Action Research for developing university Ss' poor translations' competences. Findings showed insufficiency of using Action Research.

Barros (2011) utilized a study to identify the effect of using teamwork/SGD in developing third year Ss' interpersonal skills at Faculties of Translation and Interpreting. Findings showed Ss' preferences in using SGD and teamwork throughout their Translation trainings.

Awadalbari (2015) conducted a study to clarify the role of Translation in developing the writing skills for Ss who study English language at the university level. Results showed that, Translation developed Ss' writing skills in both of the SL and TL. Kariadi (2017) utilized a study for developing the translation quality of the prospective teachers using SGD. Findings revealed positive effects of using SGD in developing the Translation quality.

Limantoro (2017) maintained a study aimed at comparing the effects of using BL via Edmodo in Translation. Results indicated significant effects in developing Ss' satisfaction and translation quality (e.g. accuracy and communication) because of using Ss' and their instructor's feedbacks and Ss' reflections and satisfaction with BL.

Fredholm (2019) conducted a study to compare the effects of Ss' use to the printed dictionary and Google Translate (GT). Results proved getting higher scores at the post test for the Ss who used GT at the lexical diversity.

In relation to the Arab studies, Ahmed and Ibrahim (2019) utilized a study aimed at estimating the impact of using a proposed BL program on developing the translation skills, from English into Arabic, and perceptions of the Egyptian Secondary School Ss. Findings

revealed positive effects of using the proposed BL program on developing Ss' Translation skills from English into Arabic and perceptions.

Askari(2019) also utilized a study to clarify English major Ss' attitudes towards the teaching methods used in their Translation courses. Results indicated the Ss' needs to innovative methods of instructing Translation courses especially the E-learning and BL.

### **Commentary on the Review of Literature:**

The previous Review of Literature and studies provided the researcher with valuable knowledge and experience in relation to the following aspects: a) stressing the problem of the study, where, it was noted the shortage of research concerning the development of Translation awareness and skills especially for English majors at the Arab world using BL.b) attracting the researchers' attention to the significance of integrating the Translation Awareness (theory) to Translation skills(practice) for English majors in general and second year in particular, c) preparing the instruments of the study, and evaluating the Ss' responses to them, and finally f) designing the proposed Translation BL program.

### **Method:**

#### **Design:**

Both the descriptive and semi-quasi-experimental research design were used in the present study.

#### **Participants:**

Participants of the study consisted of 35 students of second year, English majors,(general) at Al-Arish Faculty of Education who enrolled at their Translation Course and accepted to participate in the study. There were (25) female Ss and (10) male Ss. They were randomly selected into one experimental group.

**Duration of the Study:**

The study was utilized throughout the second semester of the academic year of(2020-2021). Utilizing the treatment of the study began on 9/3/2021 and was concluded on 23/6/2021.

**Instruments of the Study:**

To answer the questions of the study and examine its hypotheses three instruments were prepared and administered by the researcher after verifying their validity and reliability as below:

- 1) The Pre/Post Translation Awareness Test,
- 2) The Pre/Post Translation Skills Test, and 3)The Students' Satisfaction Scale withthe proposed Translation BL based program.

**First: The Pre/Post Translation Awareness Test:**

**Objectives:** The test aimed at measuring second year, English majors' awareness in Translation. It contained Ss' theoretical background, knowledge and experience related to Translation ( e.g. the main principles of Translation from Arabic into English and the opposite).

**Construction and Correction:**

The test consisted of two sections; (A) and (B) contained two types of the objective questions. In the first section, the Ss were asked to put a (✓) in front of the right answer, and (X) in front of the wrong one commenting on each. It contained5 items. Ten scores were given for the question as a whole. Each item was corrected out of two scores, one for the correct tick, and one for the appropriate comment. In the second section, the Ss were asked to complete the sentences. It contained (21) items with (60) spaces, one score and half for each correct completion, with (90) scores for the question as a whole.



scores as a whole. Hence, the test was correct out of 100 scores as a whole. However, there were many educators who handled The Translation awareness {e.g., Zabalbeascoa (1994), Cane et al., (1998), Adams(1998), Bowker (1999) and Lafeber (2012)}. The Translation Aware-ness Test was prepared according to the table of specifications of Bloom's Taxonomy of the Behavioral Objectives at the cognitive domains as below:

**Table(3) Table of Specification**

| N | Bloom's Cognitive Levels/ Topics                         | Know-<br>ledge | Under-<br>standing | Appli-<br>cation | Ana-<br>lysis | Evalu-<br>ation | Syn-<br>thesis | Total       |
|---|----------------------------------------------------------|----------------|--------------------|------------------|---------------|-----------------|----------------|-------------|
| 1 | Unit (1)<br>Translation Awareness and Translation Skills | 13%            | 28%                | 10.5%            | 4.5%          | 13.5%           | 13.5%          | 83%         |
| 2 | Unit (2)<br>Translation and Blended Learning             | 8%             | ----               | 9%               | -----         | ----            | -----          | 17%         |
| 3 | <b>Total</b>                                             | <b>21%</b>     | <b>28%</b>         | <b>19.5%</b>     | <b>4.5%</b>   | <b>13.5%</b>    | <b>13.5%</b>   | <b>100%</b> |

### **Validity of the Translation Awareness Test:**

In order to ensure the validity of the Translation Awareness Test, it was shown to some specialists of TEFL and Translation Instruction at the university level. Some modifications and evaluation were done in the light of their suggestions. You can see appendix (1) for the names of the jury members, and appendix (2) for the final form of the test. The validity was also calculated by using the discriminatory validity which was computed by ranking the students' grades in descending order and calculating the critical ratio, The results were presented as following:

**Table(4) The Critical Ratio of T-Test Scores of the Translation Awareness Test**

| Group | N | Mean  | Std. Deviation | T-Value | Sig. | Result                               |
|-------|---|-------|----------------|---------|------|--------------------------------------|
| Upper | 7 | 7.86  | 3.58           | 10.78   | 0.00 | Significant at 0.01 level (2-tailed) |
| Lower | 7 | 49.57 | 9.59           |         |      |                                      |

As shown in table (4), the value of the critical ratio is statistically significant at 0.01 level. So, the Translation Awareness Test was valid.

### **Reliability of the Translation Awareness Test:**

The reliability of the Translation Awareness Test was verified by using the test and re-test technique (N= 25). Hence, the reliability coefficients were calculated and presented as below:

**Table (5) Reliability Coefficients of the Translation Awareness Test**

| Test and Re – Test     |                  |
|------------------------|------------------|
| Intraclass Correlation |                  |
| Single Measures        | Average Measures |
| 0.88                   | 0.94             |

### **Times Limitations:**

Times Limitations of the test was calculated by using the formula:

Time= the average time duration between the slowest student+ calculated time of the fastest student/2 =  $\frac{120 \text{ minutes} + 60 \text{ minutes}}{2} = 90 \text{ minutes}$ .

2

### **Second: The Pre/Post Translation Skills Test:**

#### **Objectives:**

The final goal of the Translation Skills Test was estimating Ss' level in relation to the Translation skills from Arabic into English and the opposite (e.g., Lefebvre (2012)).

**Construction and Correction:**

The test contained two parts. The first part (A) was entitled " Translate the following from English into Arabic with (100) scores. The second part (B) was entitled " Translate the following from Arabic into English with (100) scores. Hence, the total score was corrected out of (200) as a whole. The Ss were asked to apply the principles of good translation in both of the two translations. The Weighted Percentage of the Translation Awareness Test was calculated as below:

**Table(6) The Weighted Percentage of the Pre/Post Translation Skills Test**

| N | The Translation Skills                 | The Weighted Percentage/Scores |
|---|----------------------------------------|--------------------------------|
| 1 | Vocabulary Selection                   | 15%                            |
| 2 | Grammar Accuracy                       | 15%                            |
| 3 | Clarity of Meaning                     | 15%                            |
| 4 | Style and Structure                    | 10%                            |
| 5 | Coherence                              | 15%                            |
| 6 | Collocations and Organization of Ideas | 15%                            |
| 7 | Mechanics of Writing                   | 15%                            |
| 8 | <b>Total Percentage/Score</b>          | <b>100%</b>                    |

The next step was evaluating the test in the light of the comments and suggestions of the jury members before the final administration. You can see appendix (3) for the names of the jury members and appendix (4) for the final form of the test. Validity of the test was verified through the jury members and its validity was also verified using critical ratio of T-test.

**Validity of Translation Skills Test:**

In order to ensure of validity of the Translation Skills Test, the validity was calculated by using the discriminatory validity. It was calculated by ranking the students' grades in descending order. The results were presented as the following:

**Table (7) The Critical Ratio of T-Test Scores of the Translation Skills Test**

| Group | N | Mean   | Std. Deviation | T-Value | Sig. | Result                  |
|-------|---|--------|----------------|---------|------|-------------------------|
| Upper | 5 | 127.60 | 4.04           | 8.74    | 0.00 | Sig. at 0.01 (2-tailed) |
| Lower | 5 | 82.60  | 10.78          |         |      |                         |

As shown in table (7), the value of the critical ratio was statistically significant at 0.01 level. That result referred to the discriminatory and validity of the Translation Skills Test.

### **Reliability of the Translation Skills Test**

To establish the reliability of the Translation Skills Test, the reliability coefficients were calculated by test and re-test technique (N=20). The calculated value was (91). Hence, the reliability of the test was verified.

### **Times Limitations:**

Times Limitations of the test was calculated and the result was as below:

$$\frac{\text{time of the fastest student}}{2} = \frac{180 \text{ minutes} + 60 \text{ minutes}}{2} = \frac{240 \text{ minutes}}{2} = 120$$

### **Evaluating the Translation Skills Test:**

To evaluate the levels of Ss' translation skills, a rubric was prepared by the researcher for correcting and assessing the Ss' Translation skills as shown:

**Table (8) The Rubric of the Translation Skills Test**

| Skills/Levels                                                                                                                                                                                                                                           | Level(1)                                                                                                                             | Level(2)                                                                                                                                 | Level(3)                                                                                                                                                   | Level(4)                                                                                                                                         | Level(5)                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 1) Vocabulary Selection(15%).<br>2) Grammar Accuracy(15%).<br>3) Clarity of Meaning(15%).<br>4) Style and Structure (10%).<br>5) Coherence (15%).<br>6) Collocations & Organization of ideas. (15%).<br>7) Mechanics of Writing. (15%).<br>Total (100%) | The Ss performance in this skill is weak, and their errors are more than 15 errors. This level is unfair.<br>*Scores are from (0-4). | The Ss performance in this skill is limited, and their errors are between (11-15) errors. This level is fair.<br>*Scores are from (5-7). | The Ss performance in this skill is somewhat better than fair, and their errors are between (6-10) errors. This level is good.<br>*Scores are from (8-10). | The Ss performance in this skill is considerable, and their errors are between 3-5 errors. This level is very good.<br>*Scores are from (11-14). | The Ss performance in this skill is prominent, and their errors are between (0-2) errors. This level is excellent.<br>*Scores are (15). |

However, Many recourses were used to prepare that rubric such as, Samir and Sin-Wai (2004), Lei(2006), and Samir and Tabata bae-Yazdi(2020) and [www.ontarioclassicalassociation.ca](http://www.ontarioclassicalassociation.ca)

## **Second: The Students' Satisfaction towards the Proposed BL Program:**

### **Objectives:**

The essential aim of the scale was indicating second year Ss' English major' satisfaction/dissatisfaction towards using the proposed Translation BL based Program in teaching and practicing the Translation Awareness and Translation Skills.

### **Construction and Correction:**

The scale as a whole contained (22) items. It was evaluated according to the comments and suggestions of the jury members. The Ss were asked to response with Yes or No and to comment expressing their own feelings and ideas towards their BL experience. Related to the statistical treatment, the positive response had (1) score, while the negative one had (0).

### **The Pilot Study and Validity of Satisfaction Scale**

The scale was first piloted by administration and re-administration to a sample of (20)Ss to identify its statistical features before the final implementation. Finally, it was administered to the sample of the study (N=35) after administering the treatment of BL throughout utilizing the proposed BL based program. You can see appendix (5) for the names of the jury members and appendix(6)for the final form of the scale.

The validity was also calculated by using the discriminatory validity. The results were presented as shown below:

**Table (9) the Critical Ratio of T-Test (upper–lower) Scores of the SatisfactionScale**

| Group | N | Z-Value | Sig.  | Result                               |
|-------|---|---------|-------|--------------------------------------|
| Upper | 4 | 2.48    | 0.013 | Significant at 0.05 level (2-tailed) |
| Lower | 4 |         |       |                                      |

As shown in table (9), the value of the critical ratio is greater than the standard score (2.58). So, it was statistically significant at 0.01 level. Hence, the satisfaction scale was discriminatory and valid.

### **Reliability of Satisfaction Scale:**

For proving the reliability of the Satisfaction Scale, the reliability coefficients were calculated by administering and re-administering the scale (N=15). Using the Test and Re-Test Technique (Interclass Correlation, Average Measures). Reliability was 0.85. However, many studies interested in Ss' satisfaction with using Face- to- Face interaction methods, such as teamwork and SGD in Translation courses such Barros (2011).

### **Times Limitations:**

Times Limitations of the Satisfaction Scale was estimated by using this formula:  $\text{Time} = \frac{\text{the calculated time of the slowest student} + \text{the calculated time of the fastest student}}{2}$   
 $= \frac{40 \text{ minutes} + 80 \text{ minutes}}{2} = 120 \text{ minutes} = 60$

However, Many educators indicated the significance of Ss' satisfaction for providing successful BL experiences (e.g., Al Bayyat et al.(2019), [https://www.almrsal.com\(2021\)](https://www.almrsal.com(2021)) and the Australasian Association (AALC)(2022).

### **The BL Methods of Instructing the Proposed BL Program:**

Based on the meaning, principles and philosophy of BL, the current study integrated various techniques for

implementing the proposed BL program for instructing the Translation course for second year as below:

1) Face to Face Method,

a) Small Group Discussions (SGD), b) Evaluation/Reflection Method,

2) Electronic Devices:

a) Using Whats App.(throughout Computers/Mobiles).

b) Using Google Translate Method,

c) Using E. Dictionaries, pdf, and videos throughout delivering the videos with their links for the Ss to use.

Brewer (1997) identified SGD as various Ss' centered activities in which the teacher presents a topic/problem for his Ss to discuss in their small groups. They can reflect upon their ideas/information, analyze and evaluate their knowledge. They exchange their thoughts/experiences and are provided with democratic guidelines when necessary by the teacher. Moreover, SGD activities help Ss in developing their mental, affective and social aspects. Throughout the SGD, Ss reflect upon their ideas and points of views, evaluate them by the guidance of their instructor.

To fulfill their goals, SGD should pass the following three main steps: a) Introduction, b) Discussion Direction, and d) Discussion Summary.(You can see appendix (5) for more details for the proposed BL Program). You can also see appendix (6) for some photos/videos for the Ss throughout their work in the BL program.

Chen (2010) pointed to the significance of teaching and developing Translation using the Transformative Learning Theory. It was particularly referred to the vital role of individual reflection, peer reflection and think aloud. However, [...p//msmirandasclassroom.weebly.com](http://msmirandasclassroom.weebly.com) pointed to six main kinds of SGD as below: a) Brainstorming, b) Tutorial, c) Task Group, d) Role Playing, e) Simulation, and f) Inquiry Group.

### **A Framework of the Proposed Translation Blended-Learning Based Program:**

- 1) Aims: a) General Aims, b) Specific aims for each unit,
- 2) Content and Time's Limitation, 3) Teaching Aids, 4) Time/ Duration,.
- 5) Teacher's Roles, 6) Students' Roles, 7) Time's Limitations and evaluation.

### **The Stages of Implementing the Proposed Translation BL-based Program:**

Implementing the proposed Translation BL-based program included the following three major stages:

- a) The Pre- BL Treatment Stage,
- b) The During –BL Treatment Stage, and
- c) Third: The Post- BL Treatment Stage.

For more details, you can see appendix (7) for the Proposed Translation BL based program. However many resources were used for preparing the Translation BL program such as, Samir and Sin-Wai (2004), Abdellah (2010), Xu and Wang (2011), Ghazala (2012), Dream Box Learning (2013), Pappas (2014), Thompson (2016), Lutviana (2018), Savaage (2018), Al Tarabin (2019), E-Dynamic Learning, Career and Elective Courses (2019) Prasad (2020) and Corporate Training (2021) and <https://www.blendedlearning.org>.

### **Data Analysis and Results:**

To test the hypotheses of the study, the Statistical Package of the Social Studies (SPSS) program was used. To accomplish the purposes of the study, six hypotheses were formed and examined as the following:

#### **First: Examination of Hypothesis No.(1):**

**There are basic required translation skills that are needed for developing the Translation skills for second year Ss English majors.** Based on the review of literature, the results of the pilot study as well as the suggestions of



the jury members of TEFL and Translation instruction at the university level. Seven needed translation skills were identified as below: 1) Vocabulary Choice, 2) Grammar Accuracy, 3) Clarity of Meaning, 4) Style and Structure, 5) Coherence, 6) Collocation and Organization of Ideas and 7) Mechanics of Writing. Using the descriptive analytical analysis, the first hypothesis was verified.

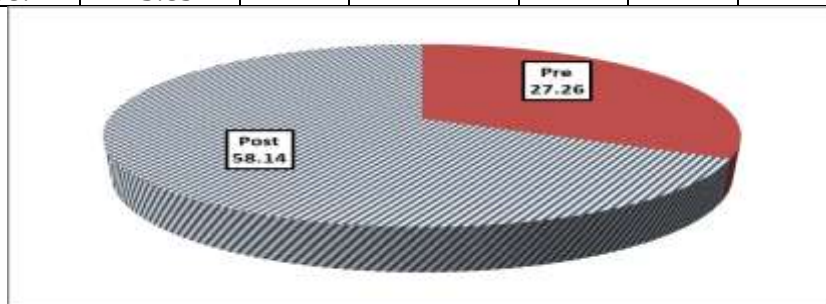
### **Second, Examination of Hypothesis No.(2):**

**There is significant statistical difference between the means of scores of the pre and post Translation Awareness Test in favor of the post administration.**

In order to examine the second hypothesis, the Paired-Samples T-Test was computed between the means of scores of the subjects of the study in the Translation Awareness Test in both of the pre and post- tests. The results were presented as below:

**Table (10) Results of T-Test of Scores of the Sample of the Study in the Translation Awareness Test in both of the Pre and Post Test (N=35).**

| Test | Mean  | Std. Deviation | T- Test |                     | Cohen's <i>d</i> |             | Eta Squared ( $\eta^2$ ) |             |
|------|-------|----------------|---------|---------------------|------------------|-------------|--------------------------|-------------|
|      |       |                | Value   | Value               | Value            | Effect Size | Value                    | Effect Size |
| Pre  | 27.26 | 12.26          | 14.31   | Significant at 0.01 | 2.35             | Huge        | 0.86                     | Huge        |
| Post | 58.14 | 13.89          |         |                     |                  |             |                          |             |



**Figure (1) Comparison between the Means of Scores of the Subjects of the Study in both of the Pre and Post Translation Awareness Tests**

As shown in both of table (10) and figure (1) above, there was statistically significant difference at 0.01 level (2-tailed). So, the existence of real differences in the Ss' scores in the Translation Awareness Test before and after utilizing the proposed BL based Translation Program were indicated in favor of the post administration.

To stress the significance of the statistical results of the pre-post Translation Awareness Test, the effect size was computed as below:

**Table (11) Reference Table of Effect Size by Cohen's (d) and Eta Squared**

| Coefficient  | Effect Size     |               |               |               |               |               |
|--------------|-----------------|---------------|---------------|---------------|---------------|---------------|
|              | Trivial         | Small         | Medium        | Large         | Very Large    | Huge          |
| <i>D</i>     | Less Than 0.20  | 0.20 - 0.49   | 0.50 - 0.79   | 0.80 - 1.09   | 1.10 - 1.49   | 1.50 Or More  |
| ( $\eta^2$ ) | Less Than 0.010 | 0.010 - 0.058 | 0.059 - 0.137 | 0.138 - 0.231 | 0.232 - 0.359 | 0.360 Or More |

Source: (عزت عبد الحميد حسن، ٢٠١١، ص ٢٨٤)

The effect size was in the range (Huge), so the alternative hypothesis was accepted. The results of the effect size above showed that, there was statistically significant difference between the means of scores of the subjects of the study in the pre and post Translation Awareness Tests, in favor of the post implementation.

### **Third, Examination of Hypothesis No.(3):**

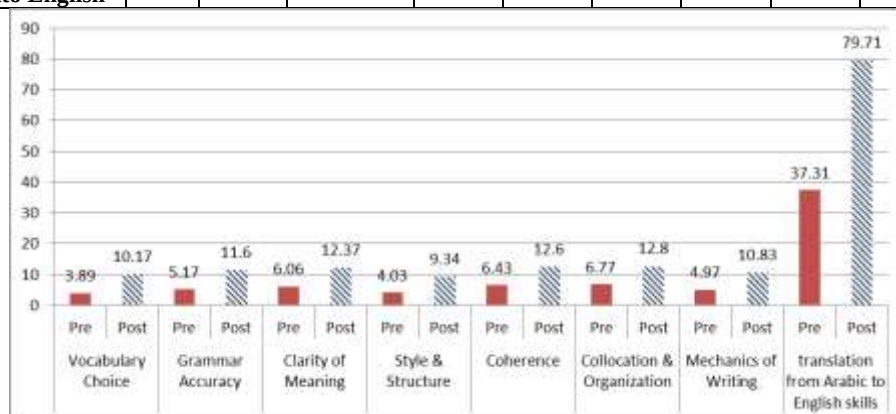
**There is statistically significant difference between the means of scores of the subjects of the study in the translation skills from Arabic into English in both of the pre and post-tests.**

In order to Examine the third hypothesis, the Paired-Samples T-Test was computed between the means of scores of the subjects of the study in translation from

Arabic into English skills in both of the pre and post- tests, Results were presented as below:

**Table (12) Results of T-Test of Scores of the Subjects of the Study in Translation Skills from Arabic into English in both of the Pre and Post Test (N=35)**

| Skills                               | Test | Mean  | Std. Deviation | T- Test |             | Cohen's <i>d</i> |             | Eta Squared ( $\eta^2$ ) |             |
|--------------------------------------|------|-------|----------------|---------|-------------|------------------|-------------|--------------------------|-------------|
|                                      |      |       |                | Value   | Value       | Value            | Effect Size | Value                    | Effect Size |
| Vocabulary Choice                    | Pre  | 3.89  | 2.45           | 17.64   | Sig.at 0.01 | 2.66             | Huge        | 0.90                     | Huge        |
|                                      | Post | 10.17 | 2.27           |         |             |                  |             |                          |             |
| Grammar Accuracy                     | Pre  | 5.17  | 2.66           | 16.50   | Sig.at 0.01 | 2.79             | Huge        | 0.89                     | Huge        |
|                                      | Post | 11.60 | 1.31           |         |             |                  |             |                          |             |
| Clarity of Meaning                   | Pre  | 6.06  | 2.75           | 14.25   | Sig.at 0.01 | 2.59             | Huge        | 0.86                     | Huge        |
|                                      | Post | 12.37 | 1.96           |         |             |                  |             |                          |             |
| Style and Structure                  | Pre  | 4.03  | 1.72           | 11.80   | Sig.at 0.01 | 2.57             | Huge        | 0.80                     | Huge        |
|                                      | Post | 9.34  | 2.35           |         |             |                  |             |                          |             |
| Coherence                            | Pre  | 6.43  | 2.73           | 12.57   | Sig.at 0.01 | 2.87             | Huge        | 0.82                     | Huge        |
|                                      | Post | 12.60 | 1.26           |         |             |                  |             |                          |             |
| Collocation and Organization         | Pre  | 6.77  | 2.46           | 16.09   | Sig.at 0.01 | 2.85             | Huge        | 0.88                     | Huge        |
|                                      | Post | 12.80 | 0.83           |         |             |                  |             |                          |             |
| Mechanics of Writing                 | Pre  | 4.97  | 2.20           | 14.65   | Sig.at 0.01 | 3.31             | Huge        | 0.86                     | Huge        |
|                                      | Post | 10.83 | 1.12           |         |             |                  |             |                          |             |
| Translation from Arabic into English | Pre  | 37.31 | 12.93          | 24.33   | Sig.at 0.01 | 3.59             | Huge        | 0.95                     | Huge        |
|                                      | Post | 79.71 | 6.25           |         |             |                  |             |                          |             |



**Figure (2): Comparison between the Means of Scores of the Subjects of the Study in the Translation Skills from Arabic into English in both of the Pre-Test and Post-Tests**

**Table(13): Reference Table of the Effect Size by Cohen's (d) and Eta- Squared**

| Coefficient  | Effect Size     |               |               |               |               |               |
|--------------|-----------------|---------------|---------------|---------------|---------------|---------------|
|              | Trivial         | Small         | Medium        | Large         | Very Large    | Huge          |
| <i>D</i>     | Less Than 0.20  | 0.20 - 0.49   | 0.50 - 0.79   | 0.80 - 1.09   | 1.10 - 1.49   | 1.50 or More  |
| ( $\eta^2$ ) | Less Than 0.010 | 0.010 - 0.058 | 0.059 - 0.137 | 0.138 - 0.231 | 0.232 - 0.359 | 0.360 or More |

Source: (عزت عبد الحميد حسن، ٢٠١١، ص٢٨٤)

As shown in both of table (12), figure (2) and the reference table in table(13), it was revealed that, there was statistically significant difference at 0.01 level (2-tailed). That finding indicated the existence of real difference between the subjects of the study in the Translation skills from Arabic into English before and after using the BL treatment. Meanwhile, the effect size was in the range (Huge). So, the alternative hypothesis was accepted. That finding meant that, There was statistically significant difference between the means of scores of the subjects of the study in the Translation skills from Arabic into English in both of the Pre and Post Tests, and those differences were in favor of the post implementation of the BL treatment.

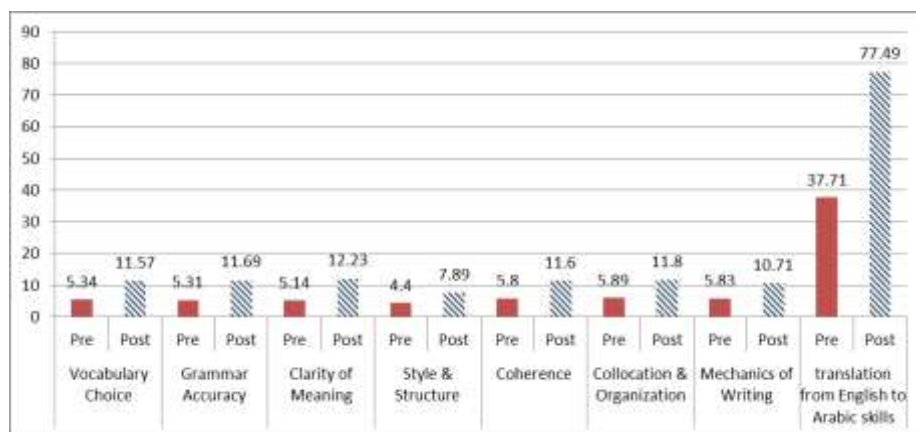
#### **Fourth, Examination of Hypothesis No. (4)**

**There is statistically significant difference between the means of scores of the subjects of the study in the Translation skills from English into Arabic in both of the Pre and Post Tests.**

For examining the fourth hypothesis, the Paired-Samples T-Test was computed between the means of scores of the subjects of the study in the Translation skills from English into Arabic in both of the Pre and Post Tests. The procedures were executed by using the SPSS program. Results were presented as the following:

**Table (14) Results of T-Test of Scores of the Subjects of the Study in the Translation Skills from English into Arabic in the Pre and Post-Tests (N=35).**

| Skills                                               | Test | Mean  | Std. Deviation | T- Test |              | Cohen's <i>d</i> |             | Eta Squared ( $\eta^2$ ) |             |
|------------------------------------------------------|------|-------|----------------|---------|--------------|------------------|-------------|--------------------------|-------------|
|                                                      |      |       |                | Value   | Value        | Value            | Effect Size | Value                    | Effect Size |
| 1)Vocabulary Choice                                  | Pre  | 5.34  | 1.59           | 16.47   | Sig. at 0.01 | 3.11             | Huge        | 0.89                     | Huge        |
|                                                      | Post | 11.57 | 2.28           |         |              |                  |             |                          |             |
| 2) Grammar Accuracy                                  | Pre  | 5.31  | 1.49           | 16.95   | Sig. at 0.01 | 3.36             | Huge        | 0.89                     | Huge        |
|                                                      | Post | 11.69 | 2.18           |         |              |                  |             |                          |             |
| 3) Clarity of Meaning                                | Pre  | 5.14  | 1.87           | 22.62   | Sig. at 0.01 | 3.67             | Huge        | 0.94                     | Huge        |
|                                                      | Post | 12.23 | 1.99           |         |              |                  |             |                          |             |
| 4) Style and Structure                               | Pre  | 4.40  | 1.52           | 14.30   | Sig. at 0.01 | 2.68             | Huge        | 0.86                     | Huge        |
|                                                      | Post | 7.89  | 0.93           |         |              |                  |             |                          |             |
| 5) Coherence                                         | Pre  | 5.80  | 1.75           | 15.55   | Sig. at 0.01 | 2.95             | Huge        | 0.88                     | Huge        |
|                                                      | Post | 11.60 | 2.14           |         |              |                  |             |                          |             |
| 6) Collocation and Organization                      | Pre  | 5.89  | 1.43           | 19.56   | Sig. at 0.01 | 3.66             | Huge        | 0.92                     | Huge        |
|                                                      | Post | 11.80 | 1.76           |         |              |                  |             |                          |             |
| 7) Mechanics of Writing                              | Pre  | 5.83  | 2.32           | 11.37   | Sig. at 0.01 | 2.14             | Huge        | 0.79                     | Huge        |
|                                                      | Post | 10.71 | 2.26           |         |              |                  |             |                          |             |
| Total Skills of Translation from English into Arabic | Pre  | 37.71 | 9.19           | 22.90   | Sig. at 0.01 | 3.78             | Huge        | 0.94                     | Huge        |
|                                                      | Post | 77.49 | 11.44          |         |              |                  |             |                          |             |



**Figure(3)Comparison between the Means of Scores of the Subjects of the Study in the Translation Skills from English into Arabic in both of the Pre and Post-Tests**

As shown in both of table(14), figure (3) and the reference table, there was statistically significant difference at the 0.01 level (2-tailed), and that indicated the existence of real significant differences between the subjects of the study in the Translation skills from English into Arabic before and after utilizing the proposed BLbased program.

Whereas, the effect size was in the range of (Huge). Consequently, the alternative hypothesis was accepted. That finding revealed that, there were statistically significant differences between the means of scores of the subjects of the study in the Translation skills from English into Arabic in both of the Pre and Post Tests, and those differences in favor of the post implementation.

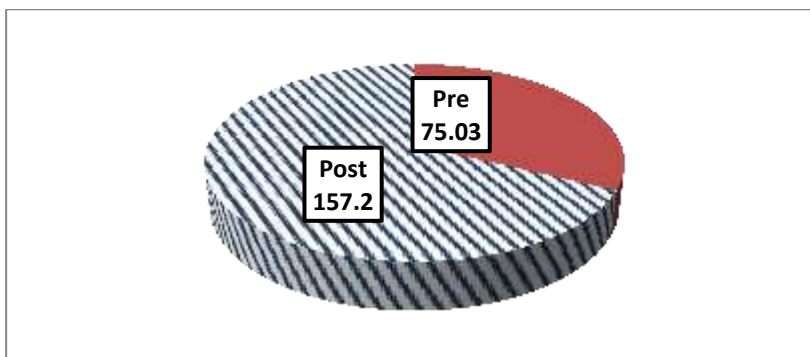
#### **Fifth: Examination of Hypothesis No. (5)**

**There is statistically significant difference between the means of scores of the subjects of the study in both of the pre and post-tests in the Translation skills as a whole.**

In order to Examine the fifth hypothesis, The Paired-Samples T-Test was computed between the means of scores of the subjects of the study in the translation skills as a whole in both of the pre and post-tests. Results were presented as below:

**Table (15): Results of T-Test of Scores of the Subjects of the Study in the Translation skills as a Whole in both of the Pre and Post Test (N=35).**

| Test | Mean   | Std. Deviation | T- Test |              | Cohen's <i>d</i> |             | Eta Squid ( $\eta^2$ ) |             |
|------|--------|----------------|---------|--------------|------------------|-------------|------------------------|-------------|
|      |        |                | Value   | Value        | Value            | Effect Size | Value                  | Effect Size |
| Pre  | 75.03  | 15.49          | 34.18   | Sig. at 0.01 | 5.38             | Huge        | 0.97                   | Huge        |
| Post | 157.20 | 15.05          |         |              |                  |             |                        |             |



**Figure (4) Comparison between the Means of Scores of the Subjects of the Study and the Translation Skills as a Whole in both of the Pr and Post Tests**

As shown in both of table (15), figure (4) and reference table, there were statistically significant differences at 0.01 level (2-tailed). These findings pointed out that, there were real differences between the subjects of the study in the Translation skills in general before and after using the BL treatment. The effect size stressed that finding, since it was in the range (Huge). So, the alternative hypothesis was accepted. That finding meant that, there was statistically significant difference between the means of scores of the subjects of the study in the Translation skills in general in both of the Pre and Post Test and those differences were in favor of the post implementation.

#### **Six: Examination of Hypothesis No. (6)**

**There are statistically significant differences between the responses of second year, English majors in relation to the Satisfaction Scale.**

For examining that hypothesis, Chi-Square was computed for the frequencies of scores of the experimental group students in the Satisfaction Scale. The procedures were executed and presented as below:

**Table (16) Results of Chi-Sq. -Test of Scores in the Satisfaction Scale(N=35)**

| No | Responses |      |       |      |     | Chi-Sq. | Sig. | in favor of | Mean | Std. Deviation |
|----|-----------|------|-------|------|-----|---------|------|-------------|------|----------------|
|    | Yes       |      | No    |      | Sum |         |      |             |      |                |
|    | Freq.     | %    | Freq. | %    |     |         |      |             |      |                |
| 1  | 35        | 100% | 0     | 0%   | 35  | 35.00   | 0.01 | Yes         | 2.00 | 0.00           |
| 2  | 35        | 100% | 0     | 0%   | 35  | 35.00   | 0.01 | Yes         | 2.00 | 0.00           |
| 3  | 35        | 100% | 0     | 0%   | 35  | 35.00   | 0.01 | Yes         | 2.00 | 0.00           |
| 4  | 0         | 0%   | 35    | 100% | 35  | 35.00   | 0.01 | No          | 1.00 | 0.00           |
| 5  | 35        | 100% | 0     | 0%   | 35  | 35.00   | 0.01 | Yes         | 2.00 | 0.00           |
| 6  | 35        | 100% | 0     | 0%   | 35  | 35.00   | 0.01 | Yes         | 2.00 | 0.00           |
| 7  | 35        | 100% | 0     | 0%   | 35  | 35.00   | 0.01 | Yes         | 2.00 | 0.00           |
| 8  | 35        | 100% | 0     | 0%   | 35  | 35.00   | 0.01 | Yes         | 2.00 | 0.00           |
| 9  | 0         | 0%   | 35    | 100% | 35  | 35.00   | 0.01 | No          | 1.00 | 0.00           |
| 10 | 35        | 100% | 0     | 0%   | 35  | 35.00   | 0.01 | Yes         | 2.00 | 0.00           |
| 11 | 35        | 100% | 0     | 0%   | 35  | 35.00   | 0.01 | Yes         | 2.00 | 0.00           |
| 12 | 5         | 14%  | 30    | 86%  | 35  | 17.86   | 0.01 | No          | 1.14 | 0.36           |
| 13 | 5         | 14%  | 30    | 86%  | 35  | 17.86   | 0.01 | No          | 1.14 | 0.36           |
| 14 | 5         | 14%  | 30    | 86%  | 35  | 17.86   | 0.01 | No          | 1.14 | 0.36           |
| 15 | 35        | 100% | 0     | 0%   | 35  | 35.00   | 0.01 | Yes         | 2.00 | 0.00           |
| 16 | 34        | 97%  | 1     | 3%   | 35  | 31.11   | 0.01 | Yes         | 1.97 | 0.17           |
| 17 | 5         | 14%  | 30    | 86%  | 35  | 17.86   | 0.01 | No          | 1.14 | 0.36           |
| 18 | 32        | 91%  | 3     | 9%   | 35  | 24.03   | 0.01 | Yes         | 1.91 | 0.28           |
| 19 | 33        | 94%  | 2     | 6%   | 35  | 27.46   | 0.01 | Yes         | 1.94 | 0.24           |
| 20 | 32        | 91%  | 3     | 9%   | 35  | 24.03   | 0.01 | Yes         | 1.91 | 0.28           |
| 21 | 32        | 91%  | 3     | 9%   | 35  | 24.03   | 0.01 | Yes         | 1.91 | 0.28           |
| 22 | 32        | 91%  | 3     | 9%   | 35  | 24.03   | 0.01 | Yes         | 1.91 | 0.28           |

As shown table(16), all values of Chi-Sq. were significant at (0.01) level. That result indicated the existence of significant real differences between the responses of the experimental group students in the Satisfaction Scale. For more clarification, the responses of second year, English majors referred that (73%) of their



responses were (Yes) and (13%) of their responses were (No). So, the alternative hypothesis was accepted. That result showed the existence of statistically significant differences between the responses of the experimental group students in the Satisfaction Scale. Some items of the satisfaction scale are:

- 1) Working in small group discussions were boring for me.  
Comment:--
- 2) When my instructor ask me in the whats of my class to translate a specific passage, I used the following applications: a) Google Translate, b) E-Dictionary, C) Traditional Paper Dictionary, (Others) Comment : -----
- 3) Throughout my BL Translation program, I got benefit from using the following types of learning/teaching: a) Face to Face interaction through small group discussions with my colleagues, Comment:----b) Evaluating my translation from my instructor in class.  
c) Evaluating my translation from my instructor on the whats app. Comment :---
- 4) I prefer to translate alone rather than working in small groups and using electronic aids. Comment :--- -----
- 5) Translating individually assists me more to increase my vocabulary of language than working using BL ( small group discussions, evaluation of my peers/instructor, using whats app, google translate, and dictionary).
- 6) Translating alone, helps me more to correct my grammatical mistakes rather than using BL. Comment : --
- 7) Practicing various evaluation in my small group discussion and on the whats app (from my peers/ instructor) helped me to check up and correct my translation mistakes rather than working individually in the traditional lecture.
- 8) Using BL( watching the videos in the whats app & working in small group discussions) helped me more to get information related to the main principles of good translation( from English into Arabic& the opposite) rather than the lecture method.

- 9) Using BL( watching the videos in the whats app. & working in small group discussions) assisted me translate better than working alone. Comment:-----
- 10) Working individually in the lectures, helps me to understand the Translation text better than working using BL.
- 12) I prefer translating alone, next year in my translation course, through the lecture method, rather than using BL.
- 13) Some advantages of using BL in my Translation course are:  
a)-----b)-----c)-----
- 14) Some disadvantages of using BL in my Translation course are:  
a)-----b)-----c)-----
- 15) Translating in my small group helped me to exchange my ideas/points of views with my colleagues inside my group and other groups. Comment:-----
- 16) I feel satisfaction with using the BL program in teaching my translation course.

### **Discussion of Results:**

***One finding of the present study was developing English majors' Translation awareness as a result of utilizing the Translation BL based program.***

This finding is consistent with the thoughts of Walravens(2017) who pointed to the valuable role of Translation awareness in developing the Translation skills especially for beginners. It was indicated that, good quality of Translation depends on the translator's awareness of the purpose, content, roles, cultural differences and connecting their theoretic-cal background to practice. It was also stressed the significance of reflections represented in feedback, comments, evaluation as a major aspect for developing the Translation skills.

For more clarification, the proposed Translation BL based program caused positive effects at developing the theoretical information of the Ss' Translation awareness as classified in Bloom's Taxonomy. The Ss' awareness was represented in their knowledge of the meaning, purposes, types and main principles of good Translation from Arabic into English and vice versa. The Ss practiced many BL experiences throughout their participation in both of the SGD and e-devices such as using the whats app, (watching some videos and exchanging their information and feedbacks) and Google translate.

***Another result of the current study was developing Ss' English majors' Translation skills, from Arabic into English and vice versa, because of implementing the proposed BL based Translation program.***

Administering the suggested BL based program, implementing various SGD and evaluation techniques, both in the whats up and in their SGD, improved Ss' translating skills from Arabic into English and the opposite. The results of the current study goes in line with the thoughts of Brewer (1997) who pointed to the dynamic role of well-planned SGD, as one type of face to face interaction, in assisting Ss to inquire, find out/discover, think critically, create and suggest various possible solutions/decision to the provided problem(s).

Throughout the proposed BL program, second year, English majors were provided with the needed theoretical background related to the essential principles of Translation, enhanced not only their Translation awareness but also their translation skills. Consequently, they tried to apply the information and theoretical background they studied through their BL experiences to what they were actually asked to translate. Implementing the BL based translation program provided Ss with both Face- to-face and electronic experiences.

They actually practiced throughout their communication and interactions in their discussing how and what to translate in their SGD. In their SGD, Ss exchanged their own ideas, points of views and possible suggestions. Moreover, they evaluated their own/peers' suggestions in relation to their translations for the most appropriate and best translation.

Accordingly, the BL experiences increased the higher thinking skills included in the translation process (application, analytical, evaluation and synthesis, skills. Providing Ss with the opportunities to practice Translation skills, throughout the BL activities, tasks and assignments developed the quality of their translations. Some of the Translation skills which were developed as a result of using the proposed BL program. These translation skills which were developed in sequence according to their rank from high to low ones were: A) translation from Arabic into English, 1) Collocation and Organization of ideas, 2) Coherence, 3) Clarity of Meaning, 4) Grammar Accuracy, 5) Mechanics of Writing, 6) Vocabulary Choice, and finally 7) Style and Structure.

Using various evaluation techniques both on-line and face to face interactions, (using SGD, peers' evaluations and the teacher's evaluations) also assisted the Ss to be aware of their mistakes, correct and avoid them in other translations. The findings of the present study also goes in line with the results of Sheridan(2004) who indicated that, in spite of the importance of manual translations, using electronic technology plays a dynamic role in practicing, producing and delivering translations. In the present study, the Ss used their E-dictionaries in their smart mobile throughout their SGD. They identified the meaning of vocabulary, discussing the most appropriate ones. The Ss also Communicated in their Whats App using Google translate and evaluated their translations.

They were asked by the teacher on line and in their SGD to improve their translations using their own language and hand writing rather than cut and paste same copies from Google translate. Responding to the teachers' instructions( the researcher herself), the Ss translated themselves, showing their translations for their group's members and for teacher's using their own language with their handwritings, writing their names on their translations. Consequently, their translation skills from English into Arabic were developed as the following order:1) Clarity of Meaning, 2) Collocation and Organization of ideas, 3) Grammar Accuracy, 4) Coherence, 5) Vocabulary Choice, 6) Mechanics of Writing, 6) and finally 7) Style and Structure. One can conclude that implementing the BL developed all the translation skills of second year, English majors.

The Ss also communicated and interacted with their groups' members by providing some comments, feedbacks, reflections and some suggestions for better translations. You can see appendix(5) for some samples of Ss' performance and evaluations throughout their whats app. and SGD. Related to the current study, female Ss asked the instructor to make an independent Whats App group, to be more free and relaxed in their reflections, avoid embracement, and follow some cultural customs, habits and norms. Meanwhile,the male Ss established a separate Whats App for their Translation course.

On the other hand, findings of the current study does not agree with the findings of Lou et al.(2013) whose study showed no significant effects concerning the implementation of BL in Translation.

Meanwhile, the findings indicated the experimental group's satisfaction with using the BL approach in their Translation course.

Results of the current study also fits with the findings of Cesare (2013) Limantoro(2017) and that of the University of Bristol, Digital Education Office(2018), Loschert et al.(2018) and Amin (2019) who stressed that, implementing BL by using instructors' feedback, assessment, and evaluation inside SGD and online activities, tasks and assignments developed Ss' Translation awareness and Translation skills, especially vocabulary and grammar as well as their self-confidence, communication and evaluation skills and satisfaction at the university level.

The results of the present study also cope with the findings of Ahmed and Ibrahim's study(2019). They indicated the positive effects of a proposed BL program on developing the Translation skills, from English into Arabic, and perceptions of the Egyptian Secondary School students. The results of the current study also are in consistence with the thoughts and findings of Venkateswar(2015),Jassim & Dzakiria (2019) and Hoi(2019) indicated the significance of implementing various technological innovative working sites and applications as teaching methods for enhancing knowledge, and vocabulary. They also stressed their effectiveness in developing the communicative language skills, especially the written skills and attitudes. In the current study, using (e.g. What's up , Google Translate and e-dictionary and some videos with their internet sites) assisted the Ss to develop their translation awareness. They also helped them to practice all language skills (L,S,R and W) and develop their Translation and writing skills (vocabulary choice, grammar accuracy, clarity of meaning, coherence, collocation and organization of ideas as well as the mechanics of writing).

To sum up, applying the essential principles of BL and selecting appropriate models for teaching Translation

awareness and Translation skills, assisted Ss be centered throughout their own involvement in positive participations playing various roles, individually and in group work. In addition, the Ss were involved in authentic experiences-practicing to translate throughout their SGD and e-devices(e.g. google translate and e-dictionaries). They also got benefit from the evaluation of their peers/instructor in developing their own translations.

Moreover, BL also developed Ss' assessment, synthesis and evaluation skills throughout utilizing the peer-evaluation and the instructors'-Ss evaluation strategies(using both face-to-face and online). That finding goes in line with the thought of Bosch (2021) who indicated the significance of BL in practicing and enhancing thinking in general and critical, creative and evaluation skills in particular. Moreover, implementing the BL approach in the present study improved significant positive impacts related to the affective domain represented in the students' satisfaction towards using the BL throughout their suggested BL-based program.They expressed their own ideas, points of views and reflections towards using the BL based Translation program.

***The last finding of this study was that, Ss showed satisfaction with using the proposed BL based program in teaching them their Translation course.***

These findings goes in line with many studies that indicated their positive effects of implementing BL in developing the cognitive and affective aspects.This finding is in consisted with Barros (2011) who indicated university Ss' satisfaction with using SGD and team work in their Translation practices.In spite of the Ss satisfaction with using the proposed BL based program in teaching the Translation Course, they indicated that there are some advantages and disadvantages of BL.They stated that, some of the advantages are saving time and effort, studying the

content many times according to their own pace and circumstances. On the other hand, they referred to some disadvantages such as slow/bad network, breakdown of the electricity from time to time most of the time in some places and the inability of getting smart mobiles/computers in very few cases. This result goes in line with Masalela (2009) and Szadziowska and Kujawski (2017) and AlKhaleel (2019) who administered three various studies for undergraduate university Ss.

The results of their studies indicated that BL has some advantages and disadvantages/challenges. Some of the advantages are better understanding, fun learning and practicing and enhancing their language skills. Some disadvantages were the lack of the internet and electricity from time to time.

### **Recommendations:**

In the light of the findings of the present study, the following recommendations could be considered:

- 1) language awareness instruction should be tackled as an integrated aspect of Translation/Translation skills' development.
- 2) Selecting the appropriate BL model should be in the light of identifying Ss' needs, interests, levels and problematic issues in the Translation course for English majors, especially for beginners is highly significant for well-planned and effective BL experiences.
- 3) BL should be well planned, prepared, structured and evaluated by the instructor.
- 4) BL, as an innovative instructional method, technology based method, should be incorporated in the educational/academic courses/programs.

### **Suggestions for Further Research and Studies:**

In the light of review of literature, related studies and finding of the current study, the following ideas could be useful for further research/studies.



- 1) One/more researches could be administered for investigating the impacts of using BL in teaching other academic/educational subject matters.
- 2) BL, as a teaching method could be tried for developing and evaluating the language skills (L, S, R and W) and social skills (e.g. communication and interaction skills).
- 3) Administering one/more comparative study for measuring the effective-ness of using various models of BL and types of technology-based methods in developing achievement, language skills, technological skills and satisfaction.
- 4) Conducting a study for investigating the effects of using technology-basedon developing various affective aspects such as values/attitudes.
- 5) Conducting one/more study to investigate the effectiveness of using BL on developing various types/levels of high thinking skills.
- 6) Administering some comparative studies to clarify the effects of using BL, Translation Machine and some Face-to-Face Techniques in developing the Translation awareness and skills.
- 7)Searching the relationship between developing the Translation awareness and Translation skills using BL and other Machine Applications.

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