The effects of web-based language learning on university students' translation proficiency

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Abstract
Web-based language learning materials have been among the preferred materials to be used by English language instructors since they are plentiful, straightforwardly accessed, user-friendly, and most importantly, are provided for free. This study investigates the effects of learning the simple perfect tense translation in three different English translation classes which applied three different modes of teaching, which were the traditional face-to-face method, integrative method, and web-based learning method. Furthermore, it is aimed to examine the effects of proficiency level in each mode of teaching and also to determine the best method for learning translation. The research is a quantitative study and the design is a pre-and post-test quasi-experimental design. The pretest-posttest study involved 87, third-year undergraduate students, that is 52 advanced and 35 intermediate students. All groups were exposed to one mode of teaching only for 4 weeks. The results indicated that there is a significant difference in both tests for all modes used.

Keywords: Web-based language learning, translation proficiency, traditional method, integrative method, web-based learning method;

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1. Introduction

Quality-based education has become crucial in education (Akaréem & Hossain, 2016). The central part of language learning has shifted to how to expand the ability of independent learning anytime and anywhere. Surfing on the Internet has been the most popular way to learn a language because it is convenient, entertaining, and saves a lot of time (Pobre, 2019). Web-based learning (WBL) presents good illustrations to learn the language, especially English. A few websites provide entertaining games and online language exercises to attract learners' attention thereby helping them learn English effectively.

Mainly, web-based language learning (WBLL) can generate competency and high-quality achievement in personal or mass English learning. More people start to focus on learning through technology and study how to make full use of it. Studies have been conducted concerning information and communication technology (ICT) in learning and many of them have proven that technologies bring advantages to learning and teaching (Asad et al., 2021). Since ICT allows sharing of resources and learning environments and promotes collaborative learning, it could bring about major benefits to the learner and the teacher (Küçükler, 2021; Leng et al, 2020; Wheeler, 2001). As a result of these claims, many educators believe that technology helps in their teaching and many institutions are opting for the use of technology in their classes.

The various applications of Internet technology have developed a new field for independent English language learning which is becoming more and more popular at home and abroad. Some sites provide a large amount of English language learning and information, such as listening, speaking, reading, writing, grammar, testing, and background knowledge. That information, including some audio and visual information, can be downloaded as well.

The learners can practice with native speakers or language learners that they know on social networking sites. They can practice together regularly for as long as they want. They can find the channels and just get subscribed and the latest updates and information will come to subscribers every day. Apart from providing an online dictionary, instant translators can also translate any text on a translated page without moving away from that webpage.

1.1. Literature review

Many researchers believe that the integrative method for teaching translation is the best method to be used in teaching and learning English (Alikina et al., 2019; Almahasees & Qassem, 2021; Gavrilenko, 2018; Giaber, 2018). Since the education system around the world emphasises the application of ICT in language classes, many teachers and educators have integrated technology, including the World Wide Web (WWW), into their teaching (Asad et al., 2021; Jo, 2013; Xu & Tsai, 2021). However, there are inadequate studies that have been conducted to give educators a concrete answer to the best way in integrating the teaching/learning method. Due to this, researchers need to be motivated to elaborate on this field.

Since technology has been part of everyday life, language also depends on technological improvements, like audio, video recordings, and even WWW resources (Ahmadi, 2018; Orlanda-Ventayen, 2019). In language learning, translation plays a significant role and thus, many teachers and language educators have made an effort to implement technology in the learning process, with the hope that technology helps to improve students' knowledge in the translation process. Some researchers have tried to get some insights into the effects of WBL on students' performance in translation classes. In teaching translation, different teachers adopt different teaching approaches (Giaber, 2018).

Giaber (2018) argued that the teaching approach and the translation practice portfolio are useful for students learning, especially in developing and/or improving their translation skills (text analysis, rendering, and revision), language skills, problem-solving skills, interaction skills, collaboration skills, vocabulary, and awareness of ethical responsibility. Almahasees and Qassem
(2021) identified the perception of translation instructors in teaching translation courses online to explore the strategies and challenges of teaching and assessing students’ performance. Results revealed that online translation instruction helps students achieve in their English translation courses. However, its effectiveness is less than face-to-face learning due to difficulties in adapting to the online environment, lack of interaction, less motivation, and inadequacy of data connections. In the end, the study recommended blended learning, i.e., combining online education with face-to-face instruction to create a rigorous online learning environment.

Another research that focused on translation teaching and web-based environment is research done by Giaber (2018). The findings revealed that the integrative teaching approach and the translation practice portfolio are useful for students’ learning, especially in developing and/or improving their translation skills (text analysis, rendering, and revision), language skills, problem-solving skills, interaction skills, collaboration skills, vocabulary, and awareness of ethical responsibility.

Gavrilenko (2017) has concluded in his study that the traditional linear system for teaching translation (sequential learning of certain topics, techniques, methods of translation, and translation instruments) makes it difficult to introduce and form a full image of professional activity. He added that in a network-learning environment, new theoretical and practical material is presented in modules and distributed throughout the whole course. In other words, the study revealed that technology could help in translation learning, and hence, other forms of technological enhancement, including WBL, should be incorporated in learning translation.

By comparing the traditional vs. the modern translation classroom, Al-Hadithy (2015) has emphasised the inevitable need for a major shift in the paradigms of translation teaching and assessment practices for the success of academic translation programs. Moreover, Wu (2021) believed that only through the combination of multimedia interaction-based computer-aided translation teaching and traditional translation teaching, the purpose of translation education can be better achieved to improve the quality and English-speaking talent.

1.2. Conceptual background

English language learning requires an English environment, but we cannot always interact with native English speakers face to face. Implemented traditional English language teaching (ELT) is a one-way teaching mode from teachers to their students, which goes against the fundamental nature of language teaching that is improving students’ language communication competence. Currently, WBLL plays a vital role by bridging the distance between the students and the teachers and creating a worldwide communicative stage. The way of using Internet technology to learn the English language can make up for the lack of a general approach with no real English environment, which will seriously increase English independent self-reliance learning as well as proficiency and performance of students by integrating technology in teaching language subjects (Orlanda-Ventayen, 2019).

Possibilities supplied by the Internet and different technologies for educational purposes have been catching more attention in recent studies devoted to the problems of using technologies in education including information and communication various technologies (KÜÇÜKLER, 2021). This tendency is supplied by the development of Internet networking and technologies, by their increasing accessibility and utilisation, and by the constant search for new methods to enhance educational quality through the use of technology.

Agarwal and Novickis (2014) have explored teachers’ and students’ benefits of using WBLL and asserted that the availability of modern internet resources provides not only students but also teachers with exciting possibilities for innovative challenges in the teaching and learning of English language.
Graddol’s (2000) study indicates that over 80% of information stored on the Internet is in English. For the first time, there are more non-native than native users of the language and a variety of contexts in terms of learners, age, nationality, learning background, etc. has become a defining characteristic of ELT today. With the fast development of science and technology, the emergence and development of technology and its applications to teaching, featuring audio, visual, and animation effects come into full play in English class teaching and set a favourable platform for reform exploration on the English teaching model in the new era. It is obvious that technology plays a positive role in promoting activities and initiatives of students and teaching effects in English classes. Research shows that students learn by being actively engaged in relevant and authentic activities – and technology makes this increasingly possible.

With this, there has been a very significant proliferation of literature regarding the use of technology in teaching the English language. Mostly these writings accept technology as the most essential part of teaching (Ahmadi, 2018). Students are using software applications to either create or interact with content – even content that previously was only broadcast. Increasingly, classrooms are becoming ‘open’ through voice, video, and text-based collaboration, and teachers now have a wide range of multimodal resources at their disposal to enhance teaching.

In a sense, a tendency to emphasise the inevitable role of technology in pedagogy to the extent of eliminating the human part of the teacher by technology part has been very dominant. And as a result, if we abandon or pay no attention to technological developments, they will continue and perhaps we will never be able to catch up, irrespective of our discipline or branch. For this reason, it is important for language teachers to be aware of the latest and best equipment and to have full knowledge of what is available in any given situation (Foresman, 2020). Teachers can use technology to give more colourful, stimulating lectures such as (new Horizons). There are many techniques applicable in various degrees to the language learning situation. Some are useful for testing and distance education, and some are for teaching business English, spoken English, reading, listening or translation, and interpreting.

However, new technologies in the areas of teaching principles provide something decisively new and useful and never let machines take over the role of the teachers or limit functions where more traditional ways are superior (Islam, 2011). There are various reasons why all language learners and teachers must know how to make use of the new technology. Here we also need to emphasise that new technologies develop and disseminate so quickly that we cannot avoid their attraction and influence in any form (Islam, 2011).

This is e-learning in which students and teachers can meet ‘virtually’. Web-based teaching is more effective compared to the traditional classroom even in primary education and in teaching language subjects (Orlanda-Ventayen, 2019). As a result of this, teachers, including English teachers, are expected to use technology in their classes. Although English teachers are inspired to produce their Computer-Assisted Language Learning (CALL) materials, many teachers tend to use WBLL since there are many good exercises available online for free. No doubt that producing own e-learning materials can satisfy the students’ needs, but producing own materials requires a lot of time, energy, and cost. Thus, many teachers have used the WBLL materials in their teaching.

However, the effectiveness of these materials is still in debate since these materials are used in different modes of learning environments. Educators and educational institutions need to understand the full extent of the impact of ICT on learning (Felix, 2005). Researchers and practitioners may need to recognise how different modes of instructional intervention seem to affect instruction and learning processes and outcomes (Lee, 2000).

1.3. Purpose of the study

WBL is assumed to provide some effects on students’ learning. It is considered to be an instructional delivery tool to carry out various learning activities. However, since web-based can be
used in different modes of learning, more studies are needed to be carried out so that evidence could be obtained in determining the best mode of teaching in the application of technology. Hence, one of the objectives of the study is to determine the effects of language learning, specifically English present perfect translation, in three different English translation classes which applied three different modes of teaching, which were the traditional face-to-face method, integrative method (traditional and web-based materials) and WBL method. Furthermore, it is aimed to investigate the effects of proficiency level in each mode of teaching and also to determine the best method for learning English language translation.

1.4. Significance of the study

Although this is a small-scale study, it is believed that this study has significance. Firstly, it can provide more insight into the best way to incorporate WBL in English classes, especially in translation classes. Furthermore, it can help the instructors to prepare more effective and interesting activities in translation, which can lead to effective learning. Educational institutions may also take advantage of the benefits offered by WBL to increase accessibility and improvements in learning. Thus, students can create their interest in learning translation courses and their perception of learning translation as being ‘difficult’ can be eradicated. Likewise, the findings can inspire translation course designers to plan necessary policies or syllabus concerning English translation courses. Last but not least, the findings can be used as a pilot test and a reference for more in-depth research in the future. This perspective demands constant systematic investigation of this issue within the specific context of English-Arabic translation programs. Accordingly, the present study is done to elaborate on this issue so that implications for improving the curriculum for training and motivating the next generation of EFL learners may be suggested.

1.5. Research questions

The present experiment was set up to shed light on the effects of learning perfect tense translation in three different English translation classes which applied three different modes of teaching. Therefore, the following research questions were asked.

- Does incorporating WBL in translation classes give any effect on the students' test scores?
- Which mode of instruction produces the best result in students' performance in the translation test?
- Is there any significant difference between students' performance in the mean scores of the pretest and posttest in each of the three methods used?
- Is there any significant difference between the advanced students’ and intermediate students’ mean scores of the pretest and posttest in each of the three methods used?
- Which mode of instruction (i.e., the traditional face-to-face method, integrative method, and WBL method) is the most effective to be used to teach English translation?

1.6. Research hypotheses

Based on the research questions, several research hypotheses were constructed, which are:

- Ho 1: There is no significant difference in the pretest and posttest scores using the traditional mode.
- Ho 2: There is no significant difference in the pretest and posttest scores using the integrated mode.
- Ho 3: There is no significant difference in the pretest and posttest scores using the cyber mode.
• Ho 4: There is no significant difference in the advanced students’ and intermediate students’ post-test scores using the traditional mode.
• Ho 5: There is no significant difference in the advanced students’ and intermediate students’ post-test scores using the integrated mode.
• Ho 6: There is no significant difference in the advanced students’ and intermediate students’ post-test scores using the cyber mode.

2. Materials and methods

In the present work, the effects of three different translation teaching instructions on the performance of students’ understanding in learning present perfect tense translation were determined. The English perfect tense translation was chosen because it is one of the most challenging English tense structures for all Arab EFL learners to be comprehended.

2.1. Participants

Eighty-seven third-year undergraduate students of the English language were chosen to participate in the study. They have been chosen because at this level, students have covered all tenses in English, and have had enough scope for translation. There were subdivided into two groups of proficiency levels (52 advanced and 35 intermediate) based on their performance in the Oxford Placement Test (Allan, 1992). Their age range was between 18 and 24 years old and they took part in all sessions of the program. The result from the pretest shows that the students had almost the same level of understanding of English perfect tense translation.

2.2. The research design

The research is a quantitative study and the design is a pre-and post-test quasi-experimental design. Since there was no randomisation in selecting the participants, the research is considered quasi-experimental research. Therefore, the generalisability of the findings is only limited to the populations that share similar characteristics with the participants. Three groups were involved in this research. All the groups were given a pretest in the first week of the experiment. After the treatment, all participants were given a posttest and using a non-parametric z-test compared the two marks.

2.3. Data collection instrument

The students were given a set of present perfect tense sentences for the pretest and posttest. The two tests consisted of the same sentence structures. There are 10 sentences, varying depending on their complexity and contexts, in the present perfect tense and the students had to translate the sentences from English to Arabic. A reliability test was conducted on the test items using Cronbach’s Alpha and it was found that the test was reliable with a value of 0.752.

2.4. Procedure

Before the research began, all students involved in the research were given the pretest on the same day and at the same time. The test was conducted in a large hall at the university. The students are not allowed to check the dictionary or to bring mobile phones to the test. In week 5, the students were given the same test items to translate at the same time and on the same day. The students were from three different groups but all of them were third-year students who were undergoing the same English course. Upon doing simple balloting, a group consisting of 18 advanced students and 12 intermediate students was taken as the control group. They were exposed to the traditional method, where the lecturer, who happened to be the researcher, taught the students the rules of translating English present perfect tense to Arabic. The second group, which had 17
advanced students and 12 intermediate students, was exposed to the integrated learning environment where the lecturer gave the students explanations and they were also exposed to WBL. The third group was from included 11 intermediate students and 17 advanced students. This group was exposed to the cyber mode, where their learning was mainly using web-based materials and there was no interruption from the lecturer. The lecturer did not help in explaining the rules or the translation method. The students did their study and exercises on their own.

2.5. Analysis

Two analyses were used, that is, descriptive and inferential analysis. Since the data were small and not normal, nonparametric tests had to be applied. For the analysis to identify the differences between the two independent groups, that is, advanced and intermediate students, the Mann-Whitney U test was used to see the significant differences between them. Then, to identify the differences between the dependent groups, that is, to see the differences between the pretest and posttest results of each group, the data were analysed by using Wilcoxon T-test. Lastly, the Kruskal-Wallis test was used to examine the possible differences between all groups (Coakes & Steed, 2001).

3. Results

3.1. Descriptive analysis

In the pretest, the results show that the highest mean is from the group that was supposed to be exposed to the integrated mode (N = 29, M = 4.501) and the lowest mean is from the cyber mode (N = 28, M = 2.520). This could be contributed to the maximum mark that one of the students had, which is 6 out of 10 marks. After the treatment, based on the post-test results, the highest mean score is from the integrated group, with a mean of (N = 29, M = 7.930). The lowest mean score for the post-test comes from the traditional method, with a mean of (N = 30, M = 3.921). However, there was an improvement in the maximum marks for all three methods. That is to say, the pretest results indicate that the mean values for the integrated mode group are higher than the mean values for the cyber mode group. However, the post-test results indicate that the mean values for the integrated mode group are higher than the mean values for the traditional mode group.

3.2. Inferential analysis

A total of 87 third-year undergraduate students of English language participated in pre- and post-test. Total post-test correct responses were highly significant (p < 0.05) than pretest responses (Table 1).

<table>
<thead>
<tr>
<th>Test items</th>
<th>Correct responses (n)</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>S 1</td>
<td>60 (68.70)</td>
<td>87 (100)</td>
</tr>
<tr>
<td>S 2</td>
<td>53 (60.92)</td>
<td>87 (100)</td>
</tr>
<tr>
<td>S 3</td>
<td>63 (72.41)</td>
<td>76 (87.36)</td>
</tr>
<tr>
<td>S 4</td>
<td>45 (51.72)</td>
<td>75 (86.21)</td>
</tr>
<tr>
<td>S 5</td>
<td>43 (49.43)</td>
<td>87 (100)</td>
</tr>
<tr>
<td>S 6</td>
<td>48 (55.17)</td>
<td>85 (97.70)</td>
</tr>
</tbody>
</table>
In discussing the inferential analysis, the hypotheses are answered.

**Ho 1: There is no significant difference in the pretest and posttest scores using the traditional mode.**

The result shows that there is a significant difference between the pre-test score for post-test score using traditional mode where $Z = -3.885$, $p < 0.05$ (Table 2). The mean for the pretest in the traditional mode is $(N = 30, M = 1.51)$ and the mean for the posttest score using the integrated mode is $(N = 29, M = 4.52)$. This shows that there are improvements in the score when the treatment was over. Thus, the null hypothesis was rejected.

<table>
<thead>
<tr>
<th>Test items</th>
<th>Correct responses (n%)</th>
<th>$p$ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>S 1</td>
<td>30 (34.48)</td>
<td>50 (57.47)</td>
</tr>
<tr>
<td>S 2</td>
<td>23 (23.44)</td>
<td>57 (65.52)</td>
</tr>
<tr>
<td>S 3</td>
<td>24 (27.59)</td>
<td>48 (55.17)</td>
</tr>
<tr>
<td>S 4</td>
<td>17 (19.54)</td>
<td>35 (40.23)</td>
</tr>
<tr>
<td>S 5</td>
<td>19 (21.84)</td>
<td>47 (54.02)</td>
</tr>
<tr>
<td>S 6</td>
<td>14 (16.09)</td>
<td>45 (51.72)</td>
</tr>
<tr>
<td>S 7</td>
<td>19 (21.84)</td>
<td>43 (49.43)</td>
</tr>
<tr>
<td>S 8</td>
<td>10 (11.49)</td>
<td>44 (50.57)</td>
</tr>
<tr>
<td>S 9</td>
<td>05 (05.75)</td>
<td>35 (40.23)</td>
</tr>
<tr>
<td>S 10</td>
<td>09 (10.34)</td>
<td>29 (33.33)</td>
</tr>
</tbody>
</table>

* This difference is considered to be extremely statistically significant.

**Ho 2: There is no significant difference in the pretest and posttest scores using the integrated mode.**

The result shows that there is a significant difference between the scores of the pretest and posttest using the integrated mode where $Z = -4.733$, $p < 0.05$ (Table 3). The mean for the pretest score in the integrated mode is 1.46 and the mean for the posttest score using the integrated mode is 6.50. This shows that there are improvements in the score when the treatment was over. Thus, the null hypothesis was rejected. This supports the study done by Biria and Momenzadeh (2015); Al-
Hadithy (2015); Gavrilenko (2017); Giaber (2018); Wu (2021) that combining technology and the traditional method in translation class helps to improve the translation.

Table 3
Integrated Mode Pre- and Post-Test Responses (n = 87)

<table>
<thead>
<tr>
<th>Test items</th>
<th>Correct responses (n%) Pre-test Post-test</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>S 1</td>
<td>66 (75.86)</td>
<td>87 (100)</td>
</tr>
<tr>
<td>S 2</td>
<td>68 (78.61)</td>
<td>85 (97.70)</td>
</tr>
<tr>
<td>S 3</td>
<td>50 (57.47)</td>
<td>78 (89.66)</td>
</tr>
<tr>
<td>S 4</td>
<td>48 (55.17)</td>
<td>87 (100)</td>
</tr>
<tr>
<td>S 5</td>
<td>46 (52.87)</td>
<td>76 (87.36)</td>
</tr>
<tr>
<td>S 6</td>
<td>51 (58.62)</td>
<td>75 (86.21)</td>
</tr>
<tr>
<td>S 7</td>
<td>34 (39.08)</td>
<td>79 (90.80)</td>
</tr>
<tr>
<td>S 8</td>
<td>40 (45.98)</td>
<td>71 (81.61)</td>
</tr>
<tr>
<td>S 9</td>
<td>31 (35.63)</td>
<td>68 (78.16)</td>
</tr>
<tr>
<td>S 10</td>
<td>25 (28.74)</td>
<td>63 (72.41)</td>
</tr>
</tbody>
</table>

* This difference is considered to be extremely statistically significant.

**Ho 3:** There is no significant difference in the pretest and posttest scores using the cyber mode.

The result shows that there is a significant difference between the score of the pretest and posttest using the cyber mode where $Z = -4.943$, $p < 0.05$ (Table 4). The mean for the pretest score in the cyber mode is 1.46 and the mean for the posttest score using the cyber mode is 6.50. This shows that there are improvements in the score when the treatment was over. Thus, the null hypothesis was rejected. This finding could contribute to the evidence that technology could be used in language enhancement.

Table 4
Cyber Mode Pre- and Post-Test Responses (n = 87)

<table>
<thead>
<tr>
<th>Test items</th>
<th>Correct responses (n%) Pre-test Post-test</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>S 1</td>
<td>63 (72.41)</td>
<td>86 (98.85)</td>
</tr>
<tr>
<td>S 2</td>
<td>58 (66.67)</td>
<td>87 (100)</td>
</tr>
<tr>
<td>S 3</td>
<td>50 (57.47)</td>
<td>78 (100)</td>
</tr>
<tr>
<td>S 4</td>
<td>48 (55.17)</td>
<td>77 (88.51)</td>
</tr>
<tr>
<td>S 5</td>
<td>26 (29.89)</td>
<td>66 (75.86)</td>
</tr>
<tr>
<td>S 6</td>
<td>31 (35.63)</td>
<td>75 (86.21)</td>
</tr>
<tr>
<td>S 7</td>
<td>14 (16.09)</td>
<td>70 (80.46)</td>
</tr>
</tbody>
</table>

*This difference is considered to be extremely statistically significant.

\textbf{Ho 4: There is no significant difference in the advanced students’ and intermediate students’ post-test scores using the traditional mode}

The result of the Mann-Whitney \(U\) test in which the difference between the posttest scores was calculated, shows that there is no significant difference between the posttest score using the integrated mode between advanced and intermediate students where \(Z = -1.564, p > 0.05\). This shows that proficiency level does not affect the students’ performance when the traditional mode was exposed to the students. Thus, the null hypothesis is rejected.

Overall marks were improved in the post-test where the majority of the students scored above five and none of them were low performers (Table 5)

\begin{table}[h]
\centering
\begin{tabular}{lll}
\hline
\textbf{Score} & \textbf{Pre-test} & \textbf{Post-test} \\
\hline
<5 (low performance) & 57 (65.52) & - \\
5–8 (moderate performers) & 30 (34.48) & 68 (78.16) \\
>8 (high performers) & - & 19 (21.84) \\
\hline
\end{tabular}
\caption{Students’ Pre-and Post-Test Scores/Marks}
\end{table}

4. Discussions

Although the generalizability of the findings from this research is limited, some conclusions could be made to help teachers, educators, and educational institutions to have some insights into the current situation that is happening in teaching and learning English, specifically translation courses. A few conclusions could be drawn from the findings of this research.

Firstly, for all three modes, the traditional face-to-face method, integrative method (traditional and web-based materials), and WBL method, it was found that the pretest and posttest had a significant difference. Thus, these three modes of instruction can improve the students’ performance in translation. Teachers and educators can use their creativity to select from these three methods in delivering and teaching translation courses (Orlanda-Ventayen, 2019).

Moreover, from the findings, proficiency level provides no effect on the students’ performance, regardless of the type of instruction used. All students, advanced and intermediate, display an improvement in any condition. Thus, proficiency level should not be the main consideration upon choosing the mode of teaching in the translation class (Lertola, 2019).

Last but not least, the finding reveals that the integration method is the best method to be used in translation classes as it helps to enhance the students’ scores (Gliner et al., 2016). Based on this finding, it is recommended that teachers should be encouraged to use the integrative method in their classes so that students can develop a deeper understanding of the translation process and can understand their translation lessons more easily.
5. Conclusion

The results indicated that there is a significant difference in both tests for all modes used. Moreover, it was found that proficiency level did not exhibit any effect on the students’ performance in the posttest when each mode of teaching was applied. Lastly, the integrative method was found to be the best method to be used. The findings can inspire translation course designers to plan necessary policies or syllabi concerning English translation courses and may be a stepping stone toward improving the curriculum for training and motivating the next generation of EFL learners.

In conclusion, WBL brings new challenges and opportunities for second and foreign language learning and teaching. In the case of teaching, WBL represents important teaching resources because they simulate the virtual environment real-life events and they supply the native speaking component necessary to future interpreters to improve their translation skills. In the case of teaching written translation, the tools suggested rely on the texts available on the Internet, while the methods suppose using these texts to form corpora.

References


