Effectiveness of a program based on virtual classroom environment in developing English language translation skills for open education students

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Abstract

This study aimed at examining the effectiveness of a virtual classroom environment in developing Translation skills for open education students. The study used a one treatment group quasi-experimental design, in which thirty-five Egyptian Open Education students enrolled in the Translation Program at the Open Learning Centre, Cairo University in year 2019/2020 were randomly chosen. To test hypotheses, five instruments were administered on different intervals during 10-week treatment utilizing descriptive and inferential statistics to analyze data quantitatively and qualitatively. instruments included translation skills questionnaire, pre/post EFL Translation skills test, rubrics, Reflection log for students, and participants' satisfaction questionnaire. Findings revealed that teaching through virtual classroom environment has an effectiveness in developing students' translation skills from English language into Arabic language and vice versa as indicated by their posttest scores.

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Moreover, students showed significant satisfaction with the proposed program.

Keywords: Virtual classrooms – virtual environment - translation skills - Open Education, Egypt.

مستخلص

هدفت هذه الدراسة إلى البحث في فاعلية بيئة الفصل الافتراضي في تنمية مهارات الترجمة لطلاب التعليم المفتوح. استخدمت الدراسة التصميم شبه تجريبي للمجموعة الواحدة، حيث تم اختيار خمسة وثلاثين طالباً وطالبة من طلاب التعليم المفتوح المسجلين في برنامج الترجمة في مركز التعليم المفتوح بجامعة القاهرة في عام 2020 بشكل عشوائي. ولاختبار الفرضيات، تم تطبيق خمسة أدوات لمدة عشرة أسابيع باستخدام الإحصاء الوصفي والاستنتاجي لتحليل البيانات كمياً ووصفيا. تضمنت الأدوات: استبيان لتحديد مهارات الترجمة، اختبار قبلي و بعدى لمهارات الترجمة، نماذج التقييم، سجل التأمل للطلاب ، واستبانة الرضا للطلاب المشاركين. كشفت النتيجة الرئيسية للتجربة أن التدريس من خلال بيئة الفصول الافتراضية كان له فاعلية في تطوير مهارات الترجمة لدى الطلاب من اللغة الإنجليزية إلى اللغة العربية والعكس كما هو موضح في نتائج الاختبارات اللاحقة. علاوة على ذلك، أظهر الطلاب رضا كبير عن البرنامج المقترح.

الكلمات المفتاحية: الفصول الافتراضية – بيئة الفصول الافتراضية – مهارات الترجمة – التعليم المفتوح.

Summary:

This study aimed at investigating the effectiveness of the virtual classroom environment in developing translation skills for open education students. According to the communicative theory in translation of Newmark, which holds that the purpose of translation is to give the readers of the translated text the same feeling that the readers of the original text feel in terms of clarity, fluency and brevity, and the socio-constructivism theory of the Vikostky Which included the idea that human development has a social ground in which language is used as a medium and that knowledge is accomplished through interaction with others.

To achieve the objectives of the study, a quasi-experimental design was used for one group. Thirty-five Egyptian students enrolled in the translation program at the Open Education Center at Cairo University in the year 2019/2020 were randomly selected. To test the hypotheses, five tools were applied for ten weeks using descriptive and inferential statistics to analyze the data quantitatively and qualitatively. The tools included: a translation skills questionnaire, a pre / posttest for translation skills, assessment forms, a student reflection record, and a satisfaction questionnaire for the participating students.

The data were analyzed qualitatively and quantitatively to verify the study hypotheses, so descriptive and inferential statistical methods were used, including: Mean to identify the average scores of students in each skill of translation skills, as well as the average of students' responses to the satisfaction questionnaire with the program, and the standard deviation to determine the extent of dispersion of degrees or responses Students about its arithmetic mean and a paired sample. t-test to identify the significance of the differences between the experimental group scores in the pre and post measurement, ETA square ($\eta2$) where the effect size was calculated using the ETA square to identify the effect size of the proposed program on improving translation skills, and McGuigan Gain Ratio to determine the percentage of gain achieved by the proposed program on improving translation skills and iterations and percentages for analyzing the study sample responses to the program satisfaction questionnaire. The results of the study were analyzed using the Statistical Package for Social Sciences (SPSS). Twenty-fifth edition.

The main result of the experiment indicated that teaching through the virtual classroom environment was of great importance in developing students' translation skills from English into Arabic and vice versa, as indicated in the results of the applied tools. Moreover, students showed great satisfaction with the proposed program.

Introduction

The use of computer-based technology has allowed communication in universities / open institutions and distance learning which provides higher and professional education to people who want to improve their personal qualifications. The transition from the traditional model to more interactive models of media that provide visualization and analytical tools are changing the nature of research in different sciences.

Therefore, the use of the Internet to improve learning has become an advantage in modern institutes of higher education. Hence, e-learning systems have gained importance in relation to the introduction of flexible online learning. It has proven to be the most effective way to learn a language, because learning such a thing requires interaction in a society in which target information is used to communicate in a real context, and e-learning provides the environment in which learners are encouraged to think, speak, read and write in the target language. This means that through e-learning, learners are exposed to an input-rich, natural and purposeful context that leads to rapid acquisition of the target language.

As a result, many concepts related to technological innovations in the educational field that were related to the procedural and implementation processes of educational practices emerged as a modern trend in education (Chen, 2014), and an example of this is virtual classrooms, which are considered one of the most important applications of e-learning (Shuaib, 2016).

Some studies indicate that the virtual classroom is one of the most important components of interactive learning systems, as it has the basic tools needed by both the teacher and the learner, which increases the effectiveness of the educational process (Al-Naim, 2012, Martin & Parker, 2016, Gedera, 2014)

Any educational institution can benefit from virtual online classrooms in several ways, including: discussing concepts presented in scientific content through discussion forums, presenting scientific content from various sites, facilitating dialogue, enhancing interaction and social relations between students. (Martin & Parker, 2014).

Also, virtual classrooms provide interaction because they allow students and teachers to communicate directly through the simultaneous use of audio and video, interactive whiteboard, app sharing, voting, text chat and other features as if they were standing face to face in a traditional way Classroom (Al-Nuaim, 2012). In the virtual classroom, learners also interact with Each other and with teachers through the available digital resources. The teacher can provide learners with instant feedback. During direct interaction, which is a type of communication required in designing educational programs.

Unlike traditional classrooms in which teachers and learners are present, in which most teaching practices are implemented face-to-face, the virtual classroom is an attempt to simulate reality through an imaginary place on the Internet where students are taught by modern technologies. The idea

of a virtual classroom is that learners can have learning without having to go to university, college or school.

Virtual classrooms are a technology that enables teachers to assign lessons, tasks, activities, and communication, and enables learners to record lessons, undertake assignments, and share and discuss some points, in general, it provides interactive learning (Shuaib, 2016). Students can have some kind of interactions with each other via the virtual classroom; Therefore, they can develop their language skills. They find themselves free to share, translate, or communicate which makes them educationally different from those exposed to contexts that can only be read online.

Virtual classrooms are flexible and direct interaction via voice or chat features, thus, instant feedback from professor and peers, saving time and overcoming geographic boundaries exist. Ozerbas & Erdogan (2011) believe that virtual classrooms are a rich and renewable research experience due to its rapid expansion into the field of education. This type of online classroom has the potential to advance academic achievement and progression, as it provides flexibility and opportunities to interact and support participation. Students are active in virtual classes and have the ability to engage in verbal discussion in real time. Students prefer the online activities that are introduced to them through the virtual classroom. (Poe & Stassen, 2002)

Current open and distance learning systems fail to improve students' learning level, due to several shortcomings:

o Students enrolled in distance education feel isolated due to the loss of interactive communication with the teacher and their classmates. Most systems only support asynchronous remote delivery of lectures; These systems provide a low level of communication.

o Remote students do not have the opportunity to experience on-campus educational activities such as office hours and study groups.

o The availability of open and distance education services is limited to the following means of communication:

A) Satellite Channels

B) Video conference

C) Educational CDs

D) Internet (asynchronous)

This requires a large technical support team. Teachers are required to deviate significantly from their usual task of preparing the educational activity. Virtual learning provides a solution to these problems and challenges that remote students and lecturers face.

There has been a long-running debate among educational theorists about the impact of choosing Internet platforms on learning. Some studies have concluded that choosing online platforms leads to better learning outcomes in terms of acquisition and depth of understanding. Therefore, trainers need to be careful when choosing a course delivery method that promotes maximum efficiency. After extensive testing of various online collaborative environments, Microsoft Teams Platform has been selected

for its robust toolkit. It is believed in this study that teaching through virtual classroom (Microsoft Teams) provides the opportunity to improve overall teaching quality. This virtual platform provides the following aids:

- Deliver public presentations - PowerPoint, and public documents
- Shared screen - an entire desktop, app or window, with remote control capability
- Webcam
- Text chat
- the blackboard
- Ability to upload / download files
- List of participants
- Web player
- Notepad

Teaching through virtual classroom platforms enables teachers to receive simultaneous responses and provides them with the ability to assess students' level of interaction with content. Teachers can benefit from having students receive immediate feedback on questions asked in class after teaching. Whereas in a traditional classroom, questions, answers and responses must generally be presented one by one. virtual tutor encourages "anytime" text entries to increase collaboration. The teacher can send messages to an individual student, allowing for personal comments without drawing attention to other students or disrupting the lesson. Thus, students can be advised in class without embarrassment which results in improved teaching quality.

In addition, students can ask questions to the teacher or their classmates if they needed to.

Simultaneous information can be presented in the virtual classroom environment. Whereas in a traditional classroom environment, teachers are often limited by articles that can be distributed simultaneously, a virtual classroom can provide different access to many sources of information.

Arranging information in virtual classroom environments can improve a student's ability to compare, contrast, and contribute. Using virtual classroom features, such as a PowerPoint presentations, whiteboard, and desktop sharing, can enhance students' understanding of information.

Instructors can use session recording features to allow learners to review parts of a lesson that they did not understand. This facility has a strong influence on learning. Also, the ability to leave classes open after the session ends gives students access to lesson files or text chatting.

Virtual classroom environment in developing translation skills

Technology has changed the way we communicate. It is essential in today's and tomorrow's world to make a shift in the education of translators. It is becoming well known that traditional classroom instruction will not give translator students the requisite professional skills and knowledge with today's rapidly changing language translation field.

Therefore, there has been an increase in the use of online translation courses due to the fact that these courses are flexible and convenient. Besides, these courses focus on some professional gaps that are not apparent in the traditional courses. Traditional translation courses are generally concerned with translation skills, language proficiency, and translation standards.

Pym (2003) noted that e-learning classes are important and enjoyable for translators. It is related to open education and the use of electronic tools. Translation courses can be offered through virtual classes to many students. In the virtual classroom, the teacher plays a mentoring role, and learners can participate in various tools including discussions, blog posts, and simultaneous online meetings. Virtual Classrooms can provide students with online English dictionaries and resources (Aldosari & Mekheimer, 2010).

Clark and Meyer (2008) define e-learning as the instructions that are performed on a digital device such as a computer or a mobile device in order to support learning. "The idea of e-learning was first introduced in 1960 by Stanford University, and it was asynchronous. Lessons were pre-recorded and available for students to view anytime and anywhere (Rosenberg, 2001) Later, when telecommunications technology was developed, Welch, Brown and Simmering (2003) stated that online learning has recently become characterized by simultaneous e-learning, which is "Direct and requires all students to be in front of their computers at the same time."

According to Weller, (2007) e-learning relies on two main approaches: one relies on online communication between teacher and students and the other relies on direct contacts with resources. Cobb (2011) explained that "these two distinct approaches demonstrate a different focus: the first has communication and interaction between people at the heart of learning, and the second focuses on interaction with materials."

The main concept in teaching translation courses online through virtual classes is to train students to be translators, where they can benefit from their theoretical knowledge in their careers, endorsed by a progressive teaching philosophy (Wang, 2012). E-learning is based on a student-centered educational philosophy based on an understanding of the idea that humans acquire information with greater success through real life experiences. Additionally, in online courses, students may be free to choose their own learning resources and tend to be more self-directed learners than certified learners. In this way, progressivism can be partially tailored to the needs of an e-learning environment where students are independent learners.

Therefore, e-learning provides learners with an opportunity to search for data and distinguish between valid and invalid sources, as it opens up various sources for them. Cronin (2013) pointed out that any kind of global interaction can only take place through activities between languages, and thus globalization means translation, yet many people remain unable to overcome the language barrier and thus use

translation to access the information that They cannot access it. Thus, the translator plays this role and acted as a communicator between different languages and cultures.

With the new trends in digital content and the culture of online web technologies (O'Reilly, 2005), traditional methods of teaching translation cannot keep translators up to date with the needs of today, and as a result of this technological revolution, it becomes urgent to search for teaching methods in line with the changing nature of the world. Therefore, this study presents the virtual classroom environment as a different teaching methodology for teaching translation, and claims that this method is effective in presenting the information that the technological facilities and features of the translation program can support for students of open learning.

Context of the problem

Translation is a process that cannot be achieved unless there is a language, therefore, there is a fundamental link between language and translation, no wonder to find a translation affected by linguistic phenomena, and language rules. The translation profession is a work needs multiple skills, so the translator can gain a lot of these skills through ongoing training and practice.

A good translator is someone who is informed about source and target languages. Students should read different text types in both source and target languages including modern literature, contemporary prose, newspapers,

magazines, advertisements, announcements, instructions, etc. Being familiar with all of these types is so important, since they implicitly develop culture-specific aspects of a language. (Shahvali, 2003).

One of the most important points to consider in the translation process is the understanding of the source text within the framework of the source-language context. To develop this understanding, translator must be aware of the cultural differences and the various discourse strategies in the source and target languages (Hatim and Mason, 2010). Therefore, the hidden meaning of the source text should be discovered through rendered to the reader in a readily acceptable way.

There has been a progressive approach focuses on the online learning environment to make students engaged in real like environment with the available resources. This approach has fundamentally changed the way translators are being trained. Online learning environments have been used in solving problems regarding training of translators in the open-learning systems (Sun, 2007).

Translators' traditional training programs in open education systems have failed to meet the required level of professionality need for translators. Therefore, there has been a must to adopt new methods of pedagogy which not only trains the students how to translate, but also to equip them with the needed skills to deal with cultural differences. These new methods are based on technology due to its strong impact on developing person's life skills such as

communication skills, leadership, teamwork, coaching, creativity, and critical thinking, as well as academic skills specially the translation skills Thus, applying technology in the translation training programs may equip translators with professionalism in translation as well as with technology-literacy to meet the market demand and enhance productivity.

The students of the English Language translation program, at Cairo University Open Learning Centre, show low level in the mastery of translation skills, what results in graduating a weak level translator. That was clear to the researcher from a pilot study done as follows:

pilot study

1) Interviews done with the professors which resulted in the following:

a) The professors of the Translation program of the open education, asserted on the low level of the students, regarding the written translation skills.

b) The professors of the Translation program of the open education, confirmed on the importance of technology in developing written translation skills.

2) Interviews done with the open education students of the Translation program which resulted in the following:

a) The students of the Translation program expressed their desire to develop their translation skills.

b) The students of the Translation program expressed their annoying from the limited number of lectures tend the traditional way of teaching hey have during their study.

c) The students of the Translation program asserted on the low benefit they have from the available technology including:

   i. The Cds: shoot lectures or televised lectures do not permit to the students the interactive communication with the professor.

   ii. The Internet: using the email to send any question about the subject.

   iii. The television: announcing the televised lectures on the Television and that do not permit also the interactive communication with the professors.

d) The students expressed their need for a new interactive means of communication that allow them to communicate effectively with the professors and allow them to gain a feedback for their activities.

1.1. <u>Statement of the Problem</u>

The students of the Open education translation program show low level in written translation skills, which is considered an obstacle in making a good translator. from this point, it was an urge to search this problem and to find more

advanced means of instruction based on modern technology that take into account the characteristics of the Open Learning and has the ability to transfer the subject material in a new way allows the open learning students to participate actively, and communicate with the professors in an interactive way in order to develop their written translation skills needed for being a good and perfect translator.

Therefore, this study investigates the effectiveness of virtual classroom environment, as a modern technology; in developing translation skills. As the researcher attributes the students' low level in these skills to the following:

1- the implementation of the traditional way of teaching

2- the limited number of the lectures and the depending on the one way of the communication channel (the E-mail, the television, the CDs)

3- The lack of interactive teaching methods.

1.2. <u>Research Questions</u>

The current study attempts to answer the following main question
<u>What is the effectiveness of a proposed program based on virtual classroom environment in developing translation skills for open education students?</u>
In attempting to answer the above question, the following sub-questions will also be answered:

1. What are the required translation skills for open education students?

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2. What are the characteristics of a proposed program based on virtual classroom environment to develop translation skills for open education students?

3. To what extent is a proposed program based on the virtual classroom environment effective in developing open education students' translation skills?

4. How far are the open education students satisfied with the proposed program based on the virtual classroom environment?

Hypotheses of the study

- There will be statistically significant differences between the mean scores of the experimental group in the pre and post measurement of the total translation skills in favor of the post measurement.

- There will be statistically significant differences at the level of significance (0.05) between the mean scores of the experimental group in pre and post measurement in each skill of translation skills in favor of post measurement.

- There will be statistically differences between the mean scores of the study group participants on the first skill administration (the ability to translate single words and idioms accurately) on the pre and posttest in favor of the posttest means scores.

- There will be statistically differences between the mean scores of the study group participants on the second skill administration (Sentence Coherence and Cohesion) on the pre and posttest in favor of the posttest means scores.
- There will be statistically differences between the mean scores of the study group participants on the third skill administration (Transmitting the ideas of the source text in clear sentences in the target language) on the pre and posttest in favor of the posttest means scores.
- There will be statistically differences between the mean scores of the study group participants on the fourth skill administration (Making changes to the text as a whole to give it a sense of the original without distorting the original ideas) on the pre and posttest in favor of the posttest means scores.

- There will be statistically differences between the mean scores of the study group participants on the fifth skill administration (Ability to correctly convey culturally specific references in the context of the source text) on the pre and posttest in favor of the posttest means scores.
- There will be statistically differences between the mean scores of the study group participants on the sixth skill administration (Reading Comprehension) on

the pre and posttest in favor of the posttest means scores.

- There will be statistically differences between the mean scores of the study group participants on the seventh skill administration (Making inferences) on the pre and posttest in favor of the posttest means scores.

- Students will be satisfied with the virtual classroom-based program for developing translation skills.

Purposes of the Study

The current study aimed at:

1. Designing a proposed program in English based on virtual classroom environment for the development of translation skills for open education students, English translation   program.
2. Identification of translation skills for open education students,   English   translation   program.
3. Assessing the effectiveness of a proposed program based on a virtual classroom environment in developing translation skills for open education students, English translation program.

Variables of the study

1. The independent variable: a proposed program based on a virtual classroom environment
2. The dependent variable: Translation skills

Significance of the Study

1. The study seeks to find solutions to some problems facing the open education students in translation skills through using virtual classroom environment. 2. The development of open Education students' ability to translate various texts. 3. This study may be useful for stakeholders of open education systems in the design of similar proposed programs, serving all areas. 4. Supporting the understanding of language professors of how to prepare subject material, organizing it, and methods of evaluating student' performance online.

Method of the study

This study is a quasi-experimental study with a pre and posttests.

Participants of the study

The participants of this study were thirty-five Egyptian Open Education students enrolled in the Translation Program at the Open Learning Centre, Cairo University in year 2019/2020. They were randomly chosen.

For the purpose of the study, ethical considerations of the research were taken into consideration before the study commenced. The researcher explained to the participants the purpose of the study. They were asked to send their personal data including their names, phone numbers, and email address if they agreed to participate in the program, and those

who submitted their data were the only students who were added to the virtual classroom.

Tools of the study

The following tools were used in this study:

1. Translation Skills Questionnaire

2. Pre/post EFL Translation skills test

3. Rubrics

4. Reflection log for students.

5. Participants' satisfaction questionnaire

Delimitations of the Study

This study is limited to

* Group of open Education students

* This study is limited to apply the program based on virtual classroom environment during only one semester

* This study is limited to apply the program based on virtual classrooms on written translation skills.

Procedures of the study

The study was progressed according to the following steps:

1. Reviewing literature and previous studies related to Virtual Classrooms based programs to develop written translation skills.
2. Deciding the instruments of the study: A questionnaire of written translation skills to decide the degree of importance, a timed achievement test pre/posttest, rubrics, table of specifications, and a satisfaction questionnaire as follows:

- Designing a questionnaire of written translation skills and introducing it to specialists, including professors of teaching methodology, Translation experts to decide the degree of importance of these skills to the students of Open Learning Translation program.
- Appling the questionnaire and recording the results to be used in building the achievement test.
- Identifying the written translation skills appropriate for the students of   Open Learning Translation program.
- Preparing the achievement test (pre/posttest).
- Checking the validity and the reliability of the test through the following:
- Consulting the specialists.
- Applying the test on a pilot sample who has the same characteristics of the study sample to determine the time needed for each question.
- Choosing the sample of the study
- Applying the pre-test on the sample of the study and computing the results.

3. Designing the program planning which is based on virtual classrooms to
4. develop written translation skills through:
   o Choosing the applicable virtual classroom
   o Designing a virtual classroom-based program for developing written translation skills through:
   o determining the objectives of the program applied and the objectives of the units included.
   o Deciding strategies and activities to develop translation skills for Open learning students.
   o Managing time lessons, activities, tests and so on.

5. Implementing the experiment.
6. Applying the post-test on the sample of the study.
7. Analyzing and interpreting the results.
8. Presenting the suggestions and the recommendation in the light of the study

   findings.

Results
- The first hypothesis test
There are statistically significant differences at the level of significance (0.05) between the mean scores of the

experimental group in the pre and post measurement of the total translation skills in favor of the post measurement.

To test the significance of the differences between the mean scores of the experimental group in the pre and post measurement of the total translation skills, the paired sample t-test was used and the results came as following:

The value of T reached (20.03) with a statistical significance of (0.00), which means that there are statistically significant differences at the level of significance (0.05), between the mean scores of the experimental group in the pre and post measurement of total translation skills. The post-measurement is (21.49), while the average scores of the pre-measurement score reached (8.43). Therefore, the hypothesis can be accepted that states that "there are statistically significant differences at a significance level (0.05) between the mean scores of the experimental group in the Pre and post measurement for overall translation skills in favor of post measurement" can be accepted.

- The second hypothesis test
There are statistically significant differences at the level of significance (0.05) between the mean scores of the experimental group in pre and post measurement in each skill of translation skills in favor of post-measurement.
To test the significance of the differences between the mean scores of the experimental group in the pre and post

measurement in each skill of translation skills, the paired sample t-test was used, and the results came as following:

- The first skill (*Ability to translate single words and idioms accurately*): the value of T was (14.80) with statistical significance of (0.00), which means that there are statistically significant differences at the level of significance (0.05) between the mean scores of the students in pre and posttest, where the mean of the posttest scores reached (3.14), while the mean of the pretest scores was (1.34).

- The second skill (*Sentence Coherence and Cohesion*): the value of T reached (14.60) in statistical terms of (0.00), which means that there are statistically significant differences at the level of significance (0.05) between the mean scores of the students in pre and posttest , where the mean of the posttest scores reached (3.14), while The mean of the pre test scores was (1.11).

- The third skill (*Transmitting the ideas of the source text in clear sentences in the target language*): the value of T was (13.15) in statistical significance of (0.00), which means that there are statistically significant differences at the level of significance (0.05) between the mean scores of the students in pre and posttest, where the mean of the posttest scores reached (2.89), while The mean of the pre test scores was (1.20).

- The fourth skill (*Making changes to the text as a whole to give it a sense of the original without distorting the original ideas*): the value of T was (11.64) in statistical significance of (0.00), which means that there are statistically

significant differences at the level of significance (0.05) between the mean scores of the students in pre and posttest, where the mean of the posttest scores reached (2.94), while The mean of the pretest scores was (1.09).

- Fifth skill (*Ability to correctly convey culturally specific references in the context of the source text*)**:** The value of T was (16.30) in statistical significance of (0.00), which means that there are statistically significant differences at the level of significance (0.05) between the mean scores of the students in pre and posttest, where the mean of the posttest scores reached (2.69), while The mean of the pre test scores was (0.86).

- The sixth skill *(Reading Comprehension)*: the value of T was (13.85) in statistical significance of (0.00), which means that there are statistically significant differences at the level of significance (0.05) between the mean scores of the students in pre and posttest, where the mean of the posttest scores reached (3.31), while The mean of the pre test scores was (1.40).

- The seventh skill (*Making inferences*) : the value of T was (15.85) in statistical significance of (0.00), which means that there are statistically significant differences at the level of significance (0.05) between the mean scores of the students in pre and posttest, where the mean of the posttest scores reached (3.37), while The mean of the pre test scores was (1.43).

Thus, the hypothesis that states that "there are statistically significant differences at a level of significance (0.05) between the mean scores of the experimental group in pre and posttest in each skill of translation skills in favor of posttest" can be accepted.

Second : Results related to student satisfaction with the program (Satisfaction Questionnaire)

Students' satisfaction with the program for improving translation skills was studied using a questionnaire consisting of (6) sub-axes, and the results for each axis can be presented as follows:

The first axis: The goals and objectives of the program (Program's Aim and Objectives) The results of the percentage of students 'satisfaction with the goals and objectives of the program have reached (95.24%), which indicates high levels of satisfaction.

The second axis: Teaching methods and the virtual learning technology that was used (Objectives). The results showed that the percentage of students 'satisfaction with the teaching methods and the technology used reached (87.43%), which indicates high levels of satisfaction.

The third axis: Assessment The results of students 'satisfaction with the evaluation showed (85.57%), which indicates high levels of satisfaction.

The fourth axis: Translation course material The percentage of students 'satisfaction with the translation course materials

has reached (93.71%), which indicates high levels of satisfaction.

The fifth axis: the performance of the lecturer The percentage of students 'satisfaction with the performance of the lecturer reached (93.71%), which indicates high levels of satisfaction. Sixth Axis: The Virtual Learning Environment The percentage of students 'satisfaction with the virtual learning environment has reached (90.51%), which indicates high levels of satisfaction.

Recommendations

In light of the results of the study, the following recommendations are appropriate:

Using the default learning method has many benefits for both teachers and students. Teachers can handle different classes at the same time. Students, especially open education students, will be interested in using such a method of learning as they do not have to attend classes, and can communicate with the relevant course teacher and other students. Some students who have to work simultaneously can attend schools and universities that have virtual learning environments. The results could be applicable to institutions and universities, in a way that enables them to use the results of this study to train teachers and teachers to teach translation skills courses via virtual methods. Theme designers can also use the results to create virtual textures as book replacements. Thematic materials can be supported with videos, 3D environments, power points, documents and PDFs.