

# The Impact of E-Learning in Students' Ability in Translation from English into Arabic at Irbid National University in Jordan

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## Abstract

The current study aims at examining the impact of Internet and E-Learning methods in improving students' ability in translation from English into Arabic. The sample was chosen from the English Department at Irbid National University (INU) in Jordan. The random sample consisted of 40 translation students. It was divided into two similar Groups, Experimental and Control. T-test 'for independent samples' was used to compare between the two Groups at pre and posttests. The results revealed the higher level in translation for the benefit of Experimental Group. It revealed also statistical differences between pre and post tests for the Experimental Group. No differences were found according to the Control Group. Recommendations and suitable suggestions were made for future research and others who are concerned in such research.

**Key words:** translation, Irbid National University (INU), students' ability, e-Learning, Internet's methods.

## 1. Introduction

O'Hagan (2009) says that the Open Source (OS) movement, the increase in user-generated content, and globalization have led to an increasing demand for translation. Simultaneously, the computer tools are developed, and have opened the door for virtual collaboration between translators. In this respect, Collaborative Translation (CT) and virtual communities via the Internet have been created. O'Hagan adds that CT is motivated by commercial, social, and personal purposes. O'Brien & Schaler (2010) indicate that people may also wish to collaborate in a translation project to gain experience, learn new skill, network or simply to give back to the community. They signify to a new tool called CT Platform (CTP), which combine terminology management, translation memories, machine translation, ... etc.

Fiscus (1997) expects that a community translation approach will replace the traditional process in translation. It presents a challenge for translation profession that is represented by Machine Translation (MT). He adds that MT is a task that entails the process of translating a sentence from SL into TL. Translators' machine depend on different approaches-MT system (Google translation)- to translate from one natural language into another, e.g., Rule-based, Direct, Interlingua, Transfer, Statistical, Example-based, Knowledge-based, and Hybrid MT. Fiscus (1997) continues that MT engines have become a powerful means to improve the composite translation quality in many machine translation tasks.

Matusov *et al.* (2006) argue that composite translation may differ from any of the original hypotheses. They add, while elementary approaches simply select for each sentence one of the original translations, more sophisticated methods allow for combining translations in a word or in a phrase level. Sim *et al.* (2007), on the other hand, indicate that an adverse combination of translation systems may even deteriorate translation quality. This holds to a greater extent, when the collection of translation outputs contains a significant number of translations produced by low performing, but highly correlated systems.

Palmer (2005) indicates that MT system is evaluated by a user-centered method that tackles the constructivist and the collaborative theories. In this respect, many attempts were made to enhance MT from Arabic into other languages, e.g., (Adly & Al-Ansary 2009; Salem *et al.* 2008). Their attempts were made to face a problem in using MT for translating English-Arabic sentences or texts. Alqudsi *et al.* (2012) indicate that Arabic has always been a challenge for MT because of its richness and complexity in morphological features. In addition, Arabic has special word forms and word orders. It is impossible to express any sentence in different forms. Word order is not usually the same for source and target languages. In addition to the existence of many dialects, this leads usually to the possibility of having more than one meaning for the same sentence.

To overcome the problem of scientific translation from English into Arabic, e-Learning techniques are the remedy of such problem. Redecker (2009) states that new technologies can strongly help in education as an e-Learning process. All of us are familiar with classroom-based learning, which is face-to-face group learning guided by an instructor. In e-learning environment, Jara and Mellar (2007) say that learners can act together with network technologies and their instructors. They can also act with other learners from different locations at various times. They say that online education in itself can be a quality of enhancement factor in terms of openness, collaboration and community-building for either teachers or learners.

Cook (2004) argues that by using various technologies, the person could develop his knowledge and skills. As a result, one and all currently, should be actively ready to reach a particular goal in extracting knowledge from

technological devices. Webster (2002) points to the importance of the computer network technology. It is unfair to be ignored because technology presents a measureless amount of materials and communication potential for teachers and learners to enhance their skills in general, and language skills in particular. Crystal (2001) says "[i]f the Internet is a revolution, therefore, it is likely to be a linguistic revolution" may not be an exaggeration (p. viii).

E-Learning or online education has various definitions; Oakley (2000) points out that e-Learning is a technology process that develops students' knowledge and skills. On the other hand, Zhao(2003) indicates that the expression of e-Learning involves all structures of distance learning, online learning, online education, distance education, technology-enhanced education, flexible learning, flexible education, and IT-supported education. Rovai (2003) states that e-Learning process corresponds with learning material, learning software, and academic and technical support. Ellis & Moore (2006) argue that e-Learning is represented by contacting computer and internet or wireless technologies. It encourages students and other e-Learners to gain and distribute an extensive range of knowledge and solutions. Allen and Seaman (2008) underpin the views of Ellis & Moore(2006) that e-Learning and technological devices are the means of transfer of information and proficiency by a computer and a network. Barbera(2004) argues that e-Learning is a technological and aesthetic focus instead of an educational one. Some of scientists such as (Schilke, 2001; Garland, 1993; Simmons, 2002) who believe that E-Learning is an alteration technique that could persuade learners' satisfaction, and their motivation to learn online.

Chhabra (2012)emphasizes the use of e-Learning devices in teaching English, like Internet, YouTube, Skype, Twitter, and Mobile. He indicates that these devices give enormous opportunities in practicing language skills in a foreign language class/individual with classes/ individuals in other countries. UNESCO (at Policy Guidelines for Mobile Learning, Version 2.1 Draft) has recommended to use mobile technologies in educational systems to support teachers' and students' development. UNESCO policy ensures the utilization of mobile device, where possible, in educational resources, curricula, and plans. By using the mobile devices, students and teachers can get more benefit as they own this device more than any other technological devices.

To know the impact of e-Learning on translation, scholars meet in their views and approaches. Laurillard (2002) adopts a cognitive/constructivist approach to learning. He places emphasis on the interaction between teachers and the individual student. Laurillard considers that learning technologies can help them to meet the requirements for academic learning in terms of the conversational framework. Similarly, Salmon (2002) specifies five stages of e-Learning such as access to motivation, online socialization, information exchange, knowledge construction, and development. His model relies on the constructivist learning theory. The model provides a framework for e-Learning where students are engaged in online discussions. It implies a commitment to cognitive/constructivist tasks and dialogue. On the other hand, Conole *et al.* (2004) place emphasis on social processes, facilitated by the interactions of learners and tutors. The model has been designed to help teachers to design learning activities more effectively. The model adopts a social mediated constructivist approach. From a pedagogical point of view, Steffe & Gale(1995) signifies for the three pedagogical learning theories; the behaviorist, the constructivist, and the collaborative one. He states that learning theories can be implemented within e-Learning process

The analysis of the previous theories shows the focus of learning theories are on constructivism. It is a new movement that focuses on student-centered rather than teacher-centered approach. It asks for building a knowledge rather than receiving it. Koohang and Harman (2005) and Nash (2005) emphasize that e-Learning is naturally rooted in the constructivist movement, where the construction of knowledge could occur in individual background with social collaboration and experience. Consequently, the previous models focus on encouraging collaborative learning that rooted in the constructivist learning theory.

A number of studies were carried out dealing with online technology and its effect on language skills. Shen and Suwanthep (2011) investigated the constructive role plays via e-Learning and its effect on Chinese EFL learners' speaking in college English classes. The random sample of 260 students was assigned into an experimental group of 130 students and a control group of 130 students. Speaking pretests and post-tests, student role play recording analysis, students questionnaires, and students interviews have been employed to collect data during the 18-week instruction period. Results showed that the e-learning constructive role plays had positive effects in improving students' speaking. Moreover, the students expressed positive opinions towards the implementation of e-Learning constructive role plays.

Mills (2010) investigated the impact of an Internet program in improving basic writing skills on grammar and punctuation. Mills used English "Competency Tests". Three groups in a small Midwestern university's freshmen composition class were tested. The first test, test Group 1, was for a control, which did not use the program. The other tests were for two treatment Groups (2,3), the second test, test Group 2, for the treatment Group 2, which used the program on its own. The third test, test group 3, was used for the treatment Group 3. Group 3 used the program in conjunction with correcting rough drafts of assigned papers. The results indicated the higher scores for Group 3, followed by Group 2.

Yumuk (2002) investigated an Internet program in an academic translation course in a Turkish university. The program was implemented to encourage students to use the Internet in order to select, analyze, evaluate and apply relevant information to enhance the accuracy of their translations. The results indicated that the program had a significant impact on students, in that it promoted a change in the view of learning towards more autonomy, and learners began to view learning more meaningfully.

At the Arab level, Amine (2010) published a paper aimed at verifying the effect of using CALL (Computer Assisted Language Learning) method with the primary school years children. Different techniques and tools were included, such as: word-processing, CD-ROMs, and the internet. The results showed improvement in reading and writing skills. Similarly, Al-Menei (2008) studied the effect of computer-assisted writing on Saudi students' writing skill in English. The findings of the study showed that computer-assisted writing has a significant effect on EFL Saudi students' writing ability in two areas: paragraph writing and correcting grammar. In Jordan, Jafar (2008) published a paper aimed at investigating an actual use of English language by Jordanian schools and universities when they communicate through the Internet. A questionnaire was designed and distributed to a random sample includes 614 students. The results revealed the low use of internet by the Jordanian English students. The results revealed also no statistical differences between male and female students. AbuSeileek (2004) investigated the effect of a computer-based program on Jordanian first secondary grade students' writing ability in English. The study revealed higher level for EG who received instruction via computer more than the CG who received instruction via the traditional method.

Analyzing the previous studies, (Yumuk 2002; AbuSeileek 2004; Al-Menei 2008; Amine 2010; Mills 2010; Shen and Suwanthep 2011), it is noticed that most of them focused on writing skills, e.g., (Amine 2010; Al-Menei 2008; AbuSeileek 2004). Whereas the study of Shen and Suwanthep (2011) had dealt with verifying the effect of e-Learning on Chinese EFL learners' speaking in college English classes. On the other hand, the study of Mills (2010) investigated the impact of an Internet program in improving grammar and punctuation, while Jafar (2008) dealt with investigating students' use of Internet by English Jordanian students. The study of Yumuk (2002) investigated an Internet program in an academic translation course in a Turkish university. Several techniques were used for collecting data. Jafar's (2008) and Shen and Suwanthep (2011) used a questionnaire to know the actual use of English language through Internet and CALL method. Shen and Suwanthep (2011) also used a recorder and an interview for collecting data. Other studies used tests and texts, e.g., (Mills 2010; Al-Menei 2008).

Variety of methods within e-Learning were used to enhance the students' ability. Amine's (2010) used word-processing, CD-ROMs, and the internet to know their effect on reading and writing skills. Amine (2010) met (Al-Menei 2008; AbuSeileek 2004) in using CALL as an applied method.

Results showed that e-learning had positive effects on improving students' writing, reading, oral and speaking skills, in addition to translation ability. The students expressed positive opinions towards the implementation of e-learning and any of e-Learning devices. The highest level was for the experimental group that used the Internet, CALL, .....,etc.

### *1.1 Research Problem*

In Jordan, Al Shehab (2009) indicates that the use of Internet in Jordan has extremely grown. It has been used at most of the universities and organizations in Jordan. Students normally use the Internet in schools and universities. Socially, students can use the Internet for chatting with their colleagues, relatives and friends all over the world. Using facebook and Yahoo Messenger may enable them to achieve more entertainment. Al Shehab adds that technological methods are needed for teaching and learning languages. Students can improve their spelling, writing, and obtaining more synonyms. Accordingly, obtaining more English vocabularies, the students translation could be enhanced.

A number of studies in Jordan in the realm of e-Learning impact on language skills had been written, e.g., Jafar (2008) and AbuSeileek (2004), ignoring its effect on students' translation. In spite of the weakness in students' ability in translation, no sufficient attention has been paid to this subject. Consequently, the researcher found that it is an indispensable requisite to apply new methods like e-Learning devices in teaching translation, in addition to examining their effect in students' ability. It becomes an important issue to be searched and analyzed. In this way, the gap resulting from the lack of such research will be bridged.

### *1.2 Research Objectives*

The study aims at examining the students' ability in translation, and analyzing the impact of using the Internet and its devices in teaching translation at INU in Jordan.

### *1.3 Research Questions*

The following research questions are investigated to achieve its previous objectives:

Q1. To what extent do e-Learning devices improve the ability of students' translation at INU in Jordan?

Q2. Are there any statistical significant differences between the mean scores of the two Groups in posttest?

Q3. Are there any statistical significant differences between the mean scores of the pretest and the posttest for

CG?

Q4. Are there any statistical significant differences between the mean scores of the pretest and the posttest for EG?

#### *1.4 Limitations of the Study*

The scope of this study is limited to the students' English language at INU in Jordan. Only 20 students for each, Experimental Group and Control Group were chosen as a sample. The limitation is also in choosing the test and its items. It includes a technical text and three related questions. The results of this study focus only on the English Department of the students at INU. In this regard, the results can not be generalized to other universities in Jordan.

#### *1.5 Significance of the Study*

This study is the first attempt to assess students' ability in translation at Irbid National University. It is also the first study in dealing with e-Learning devices at the national level. This research is expected to give a significant background about the capacity of e-Learning devices in students' ability. This study is very important for scholars, educators, and decision makers, because the problem it deals with is persistent and crucial. It will benefit postgraduate students and scholars in carrying out comparable research and studies. It is hoped that the results of this study may provide those who are with the future vision for teaching and learning. It is a helpful step to prepare a corrective teaching for translation.

## **2. Methodology**

In this section, the study tackles the following headings:

### *2.1 The Participants*

The sample of the study was 40 Jordanian translation students who were selected randomly. They constitute 20 percent of the total number (200) students. They were in the third year, they were enrolled in the second semester of the academic year (2010-2011) at Irbid National University in Jordan. The subjects had studied different courses in translation from English into Arabic and vice versa. They passed a pre request test to measure their proficiency when they joined the University. Therefore, all of them are similar in their educational background. The sample is divided into two Groups, the Experimental Group(EG) and the Control Group(CG) with 20 students for each group. The first Group (EG) was taught by online methods, e.g., Internet, facebook, emails, mobile,... etc. for one semester. The second Group(CG) was taught by the classical methods, e.g., lecture without using the Internet devices.

### *2.2 The Procedures of the Study*

The EG had been given a technical translation course -as an online course. The course was divided into three phases. In the first phase, the researcher dealt with words and expressions for twelve lectures within the semester. The students were asked to find out synonyms and antonyms by using any of the technological devices, e.g., Internet, Microsoft Word, facebook, MT, mobile,... etc. The students have to collect and write down these words and expressions in lists. As a result, a small booklet or computer profile-including these words and expressions-will be set up.

In the second phase, the researcher handled translation on the level of a sentence for fifteen lectures. The students had been given a number of technical sentences ranged from shorter to longer sentences. The students were informed to translate the sentences into Arabic by using the previous devices or referring back to the previous booklet or profile. Their translation had been discussed in pairs and groups followed by collective and self-assessment. Then, the last versions had been exposed to their instructor to be corrected. The instructor, in his role, discussed with them their mistakes in translation. Finally, their work was evaluated by giving the more correct translation. The students on their role, collect and compile the evaluated sentences in their booklets or profiles.

In the third phase, the researcher had dealt with translation on the level of a text for fifteen lectures. English texts were given to the students to be translated into Arabic. The students were informed to translate a text following the same procedures in translating the English sentences. As a result, a small handbook or booklet including the typical expressions and words, sentences, and texts was made. The CG students, on the other hand, were taught by chalk and talk as a traditional method for teaching translation.

### *2.3 Data Collection*

For collecting data, pre and post tests were used to verify the students' ability. The pretest was used at the beginning of the semester. The test included a technical text that was about the Internet. Three questions were stemmed from the text as in 'Appendix A' (p.25). The first question was about translating the underlined expressions and terms with 20 marks. The second question was about translating the four long sentences from the text with 50 marks. The third question was about extracting five verbs, five nouns, and five adjectives from the text and giving their suitable Arabic equivalences with 30 marks.

To ensure the validity of the test, it was given for "two judges" at INU in Jordan to set their comments and views

in details. Their comments were taken into consideration, followed by approving the final version and its suitability for testing students. For more validity of the text, the researcher adopted "committee translation." The English text was given also for two instructors in the Department of Translation at Jadara University in Jordan. They were asked to translate it. Their translation were compared and the last version was made, as in 'Appendix B' (P. 27).

For achieving the test' reliability, "test-retest" was used at the beginning of the semester. The test was administered for five translation students outside the sample at INU in Jordan. After a month the test was re-administered to the same students. The reliability coefficient was computed by using Pearson Correlation Coefficient. It was 0.95. A parallel test was used later at the end of the semester to check their progress. The criteria for evaluating students' translation was adopted as in Table 1.

Regarding the first and the third questions, students should give the exact meaning or the correct synonyms with (2,1) marks respectively. It is obvious from table (1) that when the student's translation is similar to that of the instructor's, the items in the first question score ( $2 \times 10 = 20$ ), afterward his level is excellent. The third question, there has been (1) mark for each item, thus the items and their equivalences have scored ( $1 \times 30 = 30$ ) marks. Irrelevant, in the second question, when the student's translation is similar to that of the instructor's, the sentences (a, b, and c) score 10, while the longest sentence (d) scores 20, this means that the student has achieved an excellent level. When the student gives the general meaning, it means that he has achieved above 40 with a v.good level. Whereas, when the meaning is approximately given, the level is evaluated as "good" and the sentences scores around 35. If the translation of the sentence is only partly right, it will be graded as 25 and its level is "fair". Finally, the sentence may be given a zero score, which is completely wrong and has a "poor" level. Here the researcher did not discuss the committed errors in translation. He dealt only with the mean scores at pre and post tests. So, the impact of technological methods in translation and their role in improving ability will be recognized.

#### 2.4 Data Analysis

The responses were collected and corrected. The researcher used statistical methods for quantitative data to demonstrate students' ability in translation. They were used to compute mean scores and percentages of the students' responses from data collected through tests. T-test was also used to compare between the mean scores of pretest and posttest of the two Groups. On the other hand, some responses were analyzed qualitatively.

#### 2.5 Variables

This study dealt with the following variables:

- a. Independent variable: using online methods, e.g., Internet, facebook, emails, mobile, ... ,etc.
- b. Dependent variable: students' ability in translation.

### 3. Results and Discussions

The study reveals and discusses the following results:

#### 3.1. Q1. To what extent do e-Learning devices improve the ability of students' translation at INU in Jordan?

Table 2 shows the mean scores and percentages that are computed for the two groups at *pretest*. The mean score for the EG is 36.88 percent, while the mean score for the CG is 36.15 percent.

In table 2, the findings indicate the same level of EG and CG. There are a no noticeable differences in the performance of the two Groups. This result may be ascribed to their low level in the previous academic years in their schools. Private universities accept their students with less average than the Public ones. The second reason may be ascribed to the difficulty of translation between English and Arabic languages , as each language has its grammar rules.

According the *posttest*, the percentages and mean scores are computed and arranged also in table 2. Table 2 exposes the mean scores of 69.75 percent for EG, while the CG obtains the mean score of 43.38 percent. It has been shown that the EG is the highest, while the less level is registered for the CG.

Table 2 also shows the range of score for the EG, it is from 95 percent to 47.5 percent for EG. There are 11 students scored above 70 percent. Only one student has scored under 50 percent. The range of scores for CG is from 75.0 percent to 25 percent. Two students only have obtained above 70 percent with a good level, while thirteen students have failed in getting the pass score 50 percent. The EG has obtained nearly a good level, there is an improvement in their mean scores. They achieved 69.75 percent. It is a high level in comparison with 36.88 percent in pre-test. The result of this study meets with the results of Miils's (2010) and Shen and Suwanthep's (2011) that scored the higher level for EG students.

#### 3.2. Q2. Are there any statistical significant differences between the mean scores of the two Groups in posttest?

T-test is used to compare between the mean scores of the two Groups. Table 3

shows the computed  $t$  is 5.35, while the critical  $t$  is 1.692. Hence, there are statistical differences between the two Groups for the benefit of the Experimental Group.

It is believed that the differences between Groups may be ascribed to the technological devices and styles that

were used in teaching translation for the EG. Students in the EG were taught from the beginning to use e-Learning devices with the constructivist strategies. These methods are new and attractive in enabling students to be more practical and active. The students in the EG were interested in pairs and groups work in translating the given terms, sentences or texts. CG students, on the other hand, were unable to do this, and seem to use the same strategy they had used from the first stage. They were not practiced in using different strategies during their lectures within the semester.

*3.3. Q3: Are there any statistical significant differences between the mean scores at the pretest and the posttest for CG?*

For answering this question, *t*-Test is used to compare between the two mean scores of students in translation regarding the CG at pre and post tests. Table 4 shows the computed *t* is 1.472, it is less than critical *t* that is 1.692. So there is no statistical differences between the two mean scores at pre and post tests for the CG.

It is noticed from table 4, the mean scores of CG in translation are as similar as the pre and the post tests. Although the instructor did his best, but the results of the CG students in pre and post tests were low regardless of the period of time spent in teaching the course.

*3.4. Q4: Are there any statistical significant differences between the mean scores at the pretest and the posttest for EG?*

For answering this question, *t*-Test is used to compare between the two mean scores of students in translation regarding the EG at pre and post tests. Table 5 shows the result of *t*-test. the computed *t* -for comparing between the two tests for EG- is 5.7, while the critical *t* is 1.692. Here the computed *t* is higher than the critical *t*. As a result, there are statistical differences between pre and post tests for EG.

Accordingly, there are differences between the students who were taught by the technological devices and those who were not undergone. Yet they are able to reach the same level of the EG if they have undergone the e-Learning process. Moreover, if the CG is manipulated as the EG, the students will achieve an equivalent level. This emphasized what was said: "the teacher should not teach what he was taught." To enhance students ability and to stimulate their active participation, the instructor has to use a variety of methods in teaching any subject, and to shift from the traditional approach into more attractive one. Moreover, it is necessary to use the current technological devices in schools and other academic organizations.

Finally, we ought to say that this study meets most of the previous studies in its method and results. A number of studies revealed an improvement in students achievement, e.g., the studies of (Amine 2010; Mills 2010). This study agrees with the studies of Miils (2010) and Shen and Suwanthep (2011) in their methodology in using two EG and CG. No studies were found dealing with e-Learning and its effect in translation except the study of Yumuk (2002). The current study meets with all of the previous studies in coping with any of e-Learning devices, e.g., Internet, CALL, word-processing, and CD-ROMs. It strongly agrees with Yumuk (2002) study that investigates the role of an Internet program in enhancing the accuracy of students' translations.

#### **4. Recommendations and suggestions**

In the light of the previous results, the following recommendations and suggestions were set up:

- The Ministry of Education and the Ministry of Higher Education have to stimulate further development with technical solutions, in addition to support practical implementation and to organize further evaluation at the national level.
- Translation of English-Arabic into their equivalences should be taken into consideration in schools and universities as an independent approach. Translation between SL and TL have to be enhanced to face the increasing development in science and technology.
- Translation studies should be encouraged by the Ministry of Higher Education in Jordan. The Ministry ought to facilitate initiating Translation Departments at all Jordanian universities.
- Applying the previous learning theories, e.g., the theory of constructivism in teaching translation within both traditional and technological approaches. The primary goal for learners is to develop their online translation process without problems and errors. A new style of evaluation can be built to know what students can translate. In this respect, creativity and critical thinking will be developed. The following figure is recommended by the researcher. It exposes the procedure of any e-Learning constructive lesson.

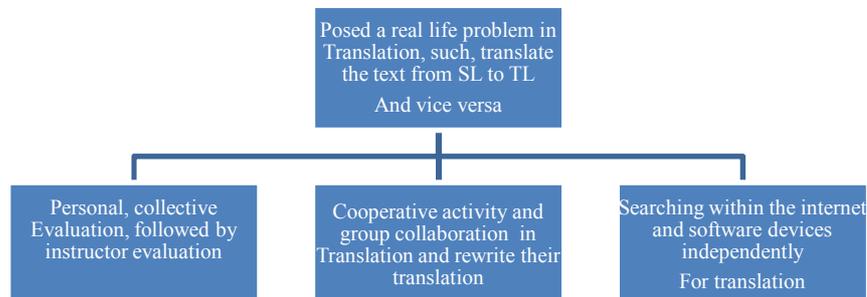


Figure 1: E-Learning lesson in translation

Complementing this study, the researcher suggests the following studies:

- Conducting empirical an online research in translation from English into Arabic and vice versa. Studying their impact could motivate and encourage the use of such methods.
- Re- test the EG after a period of time in order to affirm the extended time benefits of e-Learning strategies. The utilization of these strategies will enable instructors to train poor translators to overcome their difficulties in translation.
- Issuing suitable online textbooks in translation for all levels.

### Conclusion

To sum up, the study explained the effect of using technological methods in improving the students' ability in translation. It revealed the higher level for the EG than those who were taught by classical methods. Their mean score is 69.75, it is nearly good. The study revealed no statistical differences between the two Groups at pre test. It revealed also no differences between the mean scores at the pre and the post tests for the CG. On the contrary, the study revealed differences between the mean scores at the pre and the post tests for the EG for the benefit of posttest. Despite of the limitations in dealing with translation students at INU, the results of this study are meaningful and will contribute something to knowledge and to the research field. By using online methods, students' translation will be enhanced, and the academic research will be developed. Consequently, the ignored gap will be bridged.

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Table 1: The Criteria of Translating or Evaluating English test into Arabic

Question/N. of items	Instructor Translation	Student translation			
	Excellent	V.G	Good	Fair	Poor
1 <sup>st</sup> (10×2)	20	16	14	10	0
2 <sup>nd</sup> (3×10+1×20)	50	40	35	25	0
3 <sup>rd</sup> (30×1)	30	24	21	15	0

Table 2: Pretest and Posttest Results for the Two Groups

Test no	Pretest %		Posttest %	
	CG	EG	CG	EG
1	62.5	87.5	75.0	95.0
2	57.5	75.0	72.5	90.0
3	55.0	62.5	65.0	87.5
4	52.5	52.5	62.5	87.5
5	47.5	50.0	62.5	85.0
6	42.5	47.5	55.0	80.0
7	40.0	47.5	52.5	75.0
8	37.5	37.5	40.0	72.5
9	35.0	35.0	37.5	72.5
10	35.0	35.0	37.5	70.0
11	35.0	32.5	37.5	70.0
12	32.5	30.0	35.0	65.0
13	30.0	30.0	35.0	62.5
14	30.0	27.5	35.0	57.5
15	30.0	22.5	32.5	57.5
16	27.5	20.0	30.0	57.5
17	25.0	17.5	27.5	55.0
18	22.5	15.0	25.0	55.0
19	22.5	7.50	25.0	52.5
20	15.0	5.00	25.0	47.5
Mean	36.15	36.88	43.38	69.75

Table 3: T test for Experimental and Control Groups at Posttest

Group	Test	n	Mean %	St.D	df	t	Std.error	Sig
CG	pre	20	36.75	5.07	38	1.472	1.13	0,05
	post	20	43.38	6.61			1.48	

Table 4: T test for comparing between the CG and the EG at posttest

Group	n	Mean %	St.D	df	t	Std.err	Sig
EG	20	69.75	5.80	38	5.35	1.30	0,05
CG	20	43.38	6.61			1.48	

Table 5: T test for comparing between pre and post tests for EG

Group	Test	n	Mean %	St.D	df	t	Std.error	Sig
EG	pre	20	36.86	8.50	38	5.70	1.90	0,05
	post	20	69.75	5.80			1.30	

### Appendix A A Students' Test

Read the following scientific text and answer the questions that follow.

The Internet or the World Wide Web is indeed a wonderful and amazing addition in our lives. The Internet can be known as a kind of global meeting place where people from all parts of the world can meet together. It is a service available on the computer, through which everything in all walks of life is now at the fingertips of anyone who has access to the Internet. To get 'online', meaning to connect to the Internet, you need to have a computer that is a sizeable investment *per se*. The Internet provides a mast of opportunities, and can be used for a variety of things such as:

E-mail: E-mail is an online correspondence system. With e-mail you can send and receive instant electronic messages, which works like writing letters. Your messages are delivered instantly to people anywhere in the world, unlike traditional mail that takes a lot of time.

Access Information: The Internet is a virtual treasure of information. Any kind of information on any topic all over the world is available on the Internet. The 'search engines' on the Internet can help you to find data on any subject that you need.

Online Chat: There are many 'chat rooms' on the web that can be accessed to meet new people, make new friends, as well as to stay in touch with old friends.

Downloading Software: This is one of the most happening and fun things to do via the Internet. You can download free innumerable, games, music, videos, movies, and a host of other entertainment software from the Internet.

Q1. Translate the underlined English terms into Arabic equivalence. (20 mark)

Q2. Translate these sentences. (50 mark)

- The Internet is a virtual treasure of information. Any kind of information on any topic all over the world is available on the Internet.
- You can download free innumerable, games, music, videos, movies, and a host of other entertainment software from the Internet.
- The Internet can be known as a kind of global meeting place where people from all parts of the world can meet together.
- With e-mail you can send and receive instant electronic messages, which works like writing letters. Your messages are delivered instantly to people anywhere in the world, unlike traditional mail that takes a lot of time.

Q3. Fill this table with the suitable English derivatives whenever possible, and write down the Arabic equivalents of all the words. (30 mark)

Verb		Noun		Adjective	
English	Arabic	English	Arabic	English	Arabic

### Appendix B The Translation of the English Text (by the Instructor)

معا من يلتقي الناس يمكن تعريف الإنترنت كمكان اجتماع عالمي حيث الإنترنت أو الشبكة العالمية هي في الواقع إضافة رائعة ومدهشة في حياتنا هي خدمة متوفرة على الكمبيوتر حيث يصبح الآن من خلالها كل شيء في جميع مناحي الحياة في متناول الشخص الذي يستخدم جميع أنحاء العالم. شبكة الإنترنت فرصا وافرة وتوفر وحتى تتصل بالإنترنت فانك تحتاج إلى جهاز الكمبيوتر الذي هو استثمار كبير بحد ذاته. الإنترنت للاستخدامات التالية:

البريد الإلكتروني: البريد الإلكتروني هو نظام المراسلات عبر الإنترنت. مع البريد الإلكتروني يمكنك إرسال واستقبال الرسائل الإلكترونية الفورية يتم تسليم رسائل الخاصة فوراً إلى الناس في أي مكان في العالم، على عكس البريد التقليدي التي يأخذ الكثير من الوقت التي تعمل مثل كتابة الرسائل الوقت.

أي نوع من المعلومات حول أي موضوع من حيث يتوفر على شبكة الإنترنت الوصول إلى المعلومات: الإنترنت هو كنز من المعلومات الواقعية على الإنترنت ان تساعدك في العثور على بيانات أي موضوع تحتاج إليه. "البحث" يمكن ل"محرركات البحث" او جميع أنحاء العالم درشة على الإنترنت: هناك العديد من غرف الدردشة على شبكة الإنترنت التي يمكن الوصول إليها للقاء أشخاص جدد وتكوين صداقات جديدة مع بقاء الاتصال مع الأصدقاء القدامى.

حيث يمكنك التحميل المجاني لعدد لا يحصى من تحميل البرنامج: هذه احدى الأشياء الأكثر حدوثا ومتعة للحصول عليها عن طريق الإنترنت الألعاب والموسيقى والفيديو والأفلام ومجموعة كبيرة من البرامج الترفيهية الأخرى.

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