The Efficacy of CMC versus Traditional Approaches to Teaching Translation to Iranian Junior Translation and Civil Engineering Students

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Abstract—**Studies concerning teaching methods involving Computer Mediated Communication (CMC) have often focused on the differences between online and off line interactions. Accordingly, this study aimed to investigate the effect of CMC on teaching translation to Iranian English Language Translation and Civil Engineering students and evaluate the role of CMC as a communication platform in educational environments. For this purpose, from the population of Khorasan and Najaf Abad Universities, 180 students were selected and based on their scores on a translation pretest were divided into three groups, 60 each. While students in the first group received translation instruction through a conventional method, those in the second group were taught by a CMC-based technique. However, the third group was trained using a combination of CMC and traditional face to face communication techniques. At the end of the treatment, a full term, a translation posttest was administered. Subsequently, a two way factorial ANCOVA was run to find if there were any significant differences between the results of the pre and posttests. The participants were then probed for their attitudes concerning the type of method adopted for teaching translation. The findings revealed that the groups' achievement of the training goals in CMC and hybrid methods of instruction were significantly higher than those trained by the face to face conventional one. The analysis of the respondents' answers to the questionnaire reflected that CMC approach to translation training is pedagogically meritorious and supportive of learners' preferred learning styles.**

Index Terms—**Computer Mediated Communication, face to face instruction, Hybrid approach, English translation students. civil engineering students, online interactions**

I. INTRODUCTION

According to Nida (1982), the act of translating involves the recreation of source language message into the target language with the intention of reconstructing a faithful equivalence conveyed by an appropriate style in terms of a precise evaluation of existing conflicting factors overshadowing the translating process. Snell-Hornby (1988) has also tried to provide an interactive definition for the concept by describing it as a dynamic interaction between the author, the translator and the TL recipients. She believes that the translation process is a considerably complex act of communication engaging various parties who pursue different objectives in the process. In other words, by translating the SL text into the TL medium, the translator has to deal with both linguistic and extralinguistic features characterizing texture in order to reproduce a new frame of text that transfers the message for the new receptors as naturally as possible.

Alternatively, Zabalbeascoa (1996) equates the concept of translation with a communication act and a sort of social activity involving humans. Not surprisingly, since humans are prone to making errors, translation is almost invariably imperfect. Finally, as Carbonell (2006) suggests, translation is a form of communication seeking to achieve certain goals.

However, in translation the intended communicative act is transferred into a different context, which can completely change the whole purpose of the intended message.

Translation studies have emerged quite recently. According to Santoyo (1987), the first translation studies, using traditional approaches, began in the mid-20th Century in Geneva and Sorbonne. Authors like Newmark (2001) have represented the traditional approach, which has been extensively used as a pedagogical tradition in language teaching and translation practice. Other authors like Vinay and Daberlnet (1995) have offered contrastive approaches classifying translation methods into direct and oblique based on the linguistic approaches utilized by the respective translators. Similarly, López and Minett (2001) have used the contrastive approach for comparing the specific linguistic aspects between several source and target languages. These traditional and merely linguistic approaches were later replaced by

functional approaches and were endorsed by some writers like Nord (2009) emphasizing that translation teaching should be the exact replica of real practices employed in the translation process.

On the other hand, the functionalist approaches, deeply influenced by systemic functional grammar (SFG), introduced a large number of instructional guidelines for choosing the texts to be translated in class, classifying translation problems and procedures, monitoring students' progress, and evaluating translations. As such, Gile (2009) maintained that translation training should concentrate on the translation process, instead of on the analysis of translation deviations. He also proposed that class discussions about fundamental concepts in translation should embrace factors such as communication, quality, fidelity to the message, understanding contextual clues and knowledge of skill acquisition through using various sources of information as well as feedback provided by the translation trainees.

Despite the existing theoretical debates, some writers like kiraly (1995) have referred to the gap existing in translation pedagogy by postulating that there are no transparent principles which guarantee the development of the translator's competence simply because the instructional methods used for teaching translation skills are not sufficiently clear. In a later study, Kiraly (2000) stated that translation originates from the recreation of meaning and knowledge in the mind of various individuals. Therefore, translation is not a process to be repeated and followed but rather it requires the application of approaches enlisting the principles of the collaborative learning environment where students are guided by the contributory functions of collaborative learning, social constructivism, empowerment and reflexive practice employed by the related teachers for teaching translation. In another study, Kiraly (2003) suggested that translation trainers should help the individual learners to reconstruct the intended knowledge to solve complex and real problems in order to develop their cognitive flexibility and self-regulation skills which are essential for overcoming translation impediments.

Similarly, according to Gonzalez (2004), there is simply no best method for translation. She mentions that existing principles for teaching translation are perceived to be as outdated and ineffective as those employed in the Grammar translation Method (GTM) in teaching foreign languages. Concerned practitioners should, therefore, reach a consensus about the common ground and the overlap between various translation training methods in order to focus on the variations evoked by socio-contextual factors dominating texts.

In 2005, Hurtado (2005:130) claimed that there are three basic elements in any translation teaching process; namely, "translation as what is going to be taught, translator's competence as knowledge and abilities required to translate, and the acquisition of the translator's competence as the mean to develop this competence". He also presented a theoretical framework of translation teaching integrating translatological and pedagogical dimensions required for developing the translator's competence. Although translation has played a pivotal role in in shaping the world and has contributed to the development of expert translators, translation teaching really gained momentum in the 20th Century. Such development resulted from translation trainers' accountability and their deep concern for promoting translators' competence and educating professionals who will pave the way for globalization. All in all, it is very important to analyze translation teaching methods and their application in real sociocultural contexts.

Consequently, all approaches to teaching translation should build on the theoretical guidelines offered by the most renowned translation theorists such as Delisle (1980-1981), Newmark (1995), Nida (1974), Nord (1997), and Kussmaul (1995), all of whom agree with the following guiding principles:

Firstly, management of the principles underlying translation is a prerequisite to the comprehension and interpretation of various types of texts with typical textual and referential sensitivities. This type of competence involves both productive and receptive mechanisms necessary for text comprehension and interpretation. Secondly, re-wording is equally important. In other words, the application of various strategies for reformulating the message by choosing appropriate methods, techniques and procedures should have a top priority. Among the most frequently used procedures for the reformulation of ideas contained in a given text, a translator may resort to various strategic resources such as transfer, cultural or functional equivalence, synonymy, transposition, modulation, compensation, reduction and expansion or amplification (See Newmark ,1995). These skills constitute the essence of translating competence and should most strongly be emphasized in training would be translators. Similarly, it is also indispensable to make effective use of different authoritative references like Parallel texts, monolingual and bilingual dictionaries, encyclopedias, corpus -based data, informants, and other sources which may affect the quality of translation. Finally, translation theorists place a high premium on the assessment and evaluation which make it possible to operationalize and evidence the need for comparing and contrasting the translated text with that of the original in order to measure probable gains and losses.

Naturally, in the traditional, face to face approaches to translation, which were prevalent in the pre-technology education era, the teacher was regarded as the transmitter or the source, the instructional material as the information, and the learner as the receiver of that information. In this context, the translation trainer could deliver the textual features through the "chalk-and- talk" method, and other necessary realia like overhead projector, or transparencies. Clearly, foundations of the traditional model are embedded in the behavioral learning perspectivization and have long been used as a common technique and an educational strategy in various educational settings.

In this approach, the translation trainer controls the instructional process and the content is delivered to the entire class. Here, the teacher's main objective is the dissemination of factual knowledge. In other words, the teacher delivers the lecture content and the students listen to the lecture. Thus, the learning mode unfolds as a passive process and the

learners play little part in the learning outcomes (Orlich et al., 1998). Most teachers and students admit that the conventional lecture approach in classroom has a limited efficiency because the students assume a purely passive role in the teaching/learning process and they often feel bored and disinterested.

By contrast, the CMC approach, which has been around since the early 1960s, developed because of dramatic advances in computer technologies (Thurlow et al., 2004).Definitions of CMC vary, but virtually all concerned practitioners agree that it includes resources like email, chat, and computer conferencing as well as the use of online databases. The term "computer conferencing" has been used in different ways: Some equate it with email and bulletin boards and use the concept to refer to asynchronous structured text based interactions, while others refer to it as synchronous interactions involving video, audio, and document with real time sharing.

It is interesting to note that CMC comprises three components: computer-based instruction, information, and human-to-human communication in the form of e-mail and computer conferences. While the computer conferencing system is utilized to develop personal interactions, CMC in an online classroom can be categorized either as asynchronous (time-delayed communication) or synchronous (real-time communication) systems. Participants in an asynchronous communication context may interact with the intended addressees at any time wherever computer access (e.g., e-mail, BBoard and listserv) is available. Synchronous communication, on the other hand, requires participants to communicate simultaneously (e.g., real-time computer conferencing). Notably, audio and video components are not usually available in CMC settings.

Trying to provide a general definition for CMC, Higgins (1991) believed that it encompasses those human communications which require the use of computers. In other words, CMC involves interaction between humans using computers to connect to each other and generally refers to communication patterns mediated through computers for various purposes (Metz, 1994). What is significant is that communication takes place "through a computer between human beings, instead of to an already determined computer system" (Ferrara et al, 1991: 31). In recent years, the technology for CMC has advanced so that it incorporates aural and visual input into texts. It should be noted that in this paper, studies on text-only asynchronous CMC will be reviewed.

Hybrid approach

The application of computer-mediated communication (CMC) to teaching and learning (Nguyen, 2008; Thorne, 2008; Kern, 2006) has had a great impact on the social aspects of education and more language instructors prefer to integrate the use of such technologies into their classroom" (Chun, 2008, p. 16). CMC has offered the advantage of new literacies; and at the same time, has removed the borderline between written and oral communication by "combining the interactivity of speech with the permanence of writing" Fang & Warschauer, 2004, p. 304).

Admittedly, the Pervasive use of the Internet in universities around the globe has increased the need for incorporating information and communication technologies (ICTs) into the instructional contexts (O'Brien, & Tran, 1999; Katz, 1999). The issue is how to evaluate e-Learning as part of a face-to-face learning experience and the challenges it poses to both teachers and learners. Jochems, van Merriënboer, and Koper (2004), in discussing the notion of "integrated e-Learning", argued that there is a need for assessing the effectiveness of e-Learning in combination with more conventional methods at different educational levels. The overall goal of a blended learning experience is to provide an admixture of both on-line and face-to-face experiences which support and complement each other in acquiring the desired learning objectives. As such, this study sought to focus on blended learning, and aims to examine how students experience learning in both traditional face-to-face and on-line contexts.

Studies on CMC have remarkably grown in number in recent years. As a case in point, Miliszewska (2007) has investigated students' attitudes towards fully-online provision of education programs in one of the most important Australian transnational education markets: Hong Kong. The findings of the study indicated that the targeted students appreciated the appropriacy of fully-online modes of teaching and learning with respect to computing studies.

In a different study, Ginns and Ellis (2007) explained the approaches students take to learn different subjects. Their study sought to examine the relations between students' perceptions of the e-Learning environment and students' grades. The results of the study revealed that students vary in their perceptions of the blended learning environment, and that students' self-reports of the learning outcomes covary with such attitudinal variations.

Similarly, Nowrozi (2010) stated that the integration of Computer-Mediated Communication (CMC) into EFL learning can enhance both exposure to input and use of the target language to promote both learners' linguistic and pragmatic competences. He concluded that for EFL learners who need more authentic exposure and the opportunities to use the knowledge learned in the classroom, the use of computer mediated communication tools both inside and outside the classroom contexts certainly can promote the learning and improve the learners' communicative competence.

In another study in 2010, Dell, Low, and Wilker analyzed students' achievements using submitted assignments for two sections of a graduate course in human development and learning, taught both online and face-to-face, as well as three sections of undergraduate educational psychology, two of which were taught face-to-face, while the other was taught online. The results illustrated that there were no significant differences between the work submitted by students from the online sections and those from the face-to-face sections, and that the methods of instruction were more important to the learners than the type of input and delivery platform.

In 2011, Nguyen examined Vietnamese learners' reflections on and perceptions of the application of computer-mediated communication (CMC) in a collaborative learning context. Data analysis included an evaluation questionnaire,

consisting of 24 items with a four -point Likert scale appended with six open-ended questions, and the transcripts of 15 out of 30 teacher trainees from a TEFL (Teaching English as a Foreign Language) class who had volunteered to participate in informal interviews. The conclusions drawn from the results showed that the majority of participants enjoyed the technology-enhanced class, in general. The findings also indicated that the course had helped improve participants' computer skills and collaborative experience; however, they remained skeptical about improvements to their English language skills.

Likewise, Redmond (2011), sharing the experiences of two instructors who swapped a face-to-face teaching with blended and online teaching approaches reported that the change of the teaching approach remarkably influenced the instructors' perspectives and practices since the new pedagogies led to more students' involvement in the teaching/learning processes. In a similar study, Hsieh and Ji (2013) also compared the effects of three instructional methods; namely, synchronous online communication, asynchronous online communication, and traditional grammar translation method—in an English reading comprehension program. The findings showed that synchronous and asynchronous online communication users outperformed those in the independent study group. Yet, no significant difference was found in reading scores obtained by synchronous and asynchronous communication groups.

Finally, Young and Duncan (2014) conducted a study whose purpose was to compare students' ratings about the type of instruction using online and face-to-face techniques in an effort to discover how teachers can strengthen their teaching in the online environment. Surprisingly, contrary to the popular opinion, the findings reflected that participants preferred the traditional face to face method of instruction to on line techniques.

Studies on CMC vs. Traditional face to face teaching approaches are abundant in the review of the literature. Unfortunately, a few studies have been done on the efficacy of CMC in teaching translation. In particular, testing and examining this issue has not received sufficient attention in translation domains. Lack of studies on the efficacy of CMC on teaching translation encouraged the researchers to delve into this least researched subject area. Therefore, the effects of CMC versus traditional approaches in teaching translation to the students of different fields of study were investigated. On this basis, the objective in the present study was to explore the efficacy of CMC versus traditional based approaches to teaching translation to Iranian junior translation and civil engineering students.

In view of the above remarks, this paper limited itself on using three distinct methods of teaching translation: Traditional approach, computer-mediated communication approach (CMC), and a hybrid approach integrating both CMC and traditional methods. More specifically, this study aims at answering three different but complementary research questions:

1. To what extent is experiential / academic background effective in teaching translation based on CMC approach?

2. Is the application of CMC based translation teaching more superior to face to face, traditional approaches to teaching translation?

3. How do participants in CMC and Hybrid approaches to teaching translation perceive the efficacy of on-line, CMC approach to translation training?

II. METHODOLOGY

A. Participants

The samples in this study were students from six senior classes chosen out of the target populations studying in two different Universities based on a convenient sampling method. In fact, three intact classes from translation students in Khorasgan University and three classes from Civil Engineering students studying at Najaf Abad University served as the targeted participants. They took a translation pretest, and based on their scores, were divided into three levels: Basic, Intermediate, and Advanced. Because the basic level students were English Limited Proficiency (LEP) students, they were excluded from the study. Before the study began, students were instructed on how to use Blackboard software. The validity of the instruments was established based on specialist opinion and the reliability was estimated by piloting the tests on students similar to those involved in the study.

The 180 participants in this study were divided into three groups. Each group consisted of either Translation or Civil Engineering students. Students in the first group (n = 60) were assigned to a traditionally face to face type of instruction for teaching translation. By contrast, students in the second group (n = 60), were instructed by computer-mediated communication (CMC) based translation. The students in the third group, however, were taught by a hybrid method combining both CMC and face to face traditional approaches to teaching translation.

As a consequence, in the current study, a mixed method research design was utilized with quantitative and qualitative instruments. A translation pre-test/post-test was employed in order to evaluate the students' translation development. In order to gain an in-depth understanding of students' beliefs and thoughts about computer-mediated communication, a student perception questionnaire was also administered.

B. Materials

The data related to the samples in this study were collected based on a by translation pretest and results were reviewed by three independent raters. Additionally, several instruments were chosen for collecting data were: Blackboard collaborate consisted of audio/video and text chat, classroom interactions, student learning books/essays, a test, and student perception questionnaires. Class content was designed based on relevance theory introduced by Gutt

(1991) and the same content was used for all three groups: teaching schedule, materials, and climate in the classrooms were standardized to meet the research outcomes. To collect the data, we used a mixed-method approach. At the end of the semester, a translation posttest was administered. After the test, the participants were probed for their perceptions on the use of teaching approaches in the classrooms as well as the use of CMC as a communication platform in the educational and social environments.

C. Procedures

This research was conducted during the fall semester of 2014 at the designated Colleges. The experimental research procedures were as follows. Firstly, class content was designed based on relevance theory (Gutt, 1991) so that the selection and presentation of the content was arranged based on the principles of the said theory. The first group received instruction through the traditional translation assignments and translation strategies, and was trained using traditional principles. The second group was required to use computer-mediated communication and was trained employing the Blackboard software. The third group, however, was trained based on guidelines and strategies needed to use Blackboard software for computer-mediated communication as well as additionally applied traditional translation teaching strategies and assignments. The experiment was conducted for twelve weeks.

III. RESULTS

The current research focused on three groups of students (N=180) from two different majors (Translation and Civil Engineering) studying at two different universities. They were given a translation pretest before the treatment. Then, after the treatment, a full semester, both control and experimental groups were given a translation posttest. As can be seen in Table I, the average mean values of the students in hybrid and CMC approaches are much higher than those in the control group receiving face to face translation instruction.

TABLE I.
DESCRIPTIVE STATISTICS SORTED BY METHOD

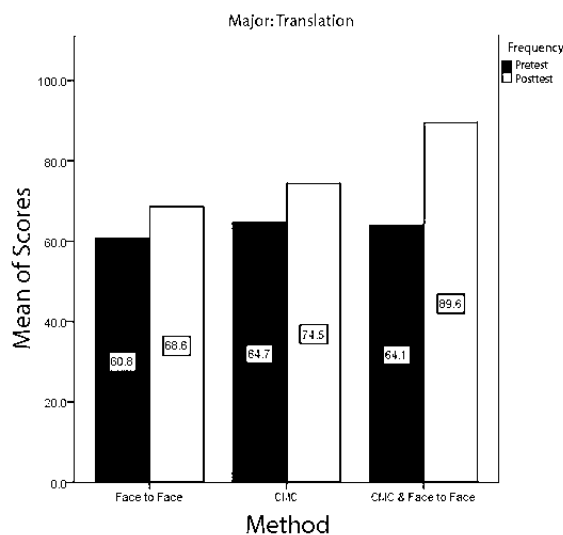| Method	Test	N	Mean	Std. deviation
Face to Face	Pretest	60	60.000	9.5669
	Posttest	60	66.100	10.9911
CMC	Pretest	60	59.800	10.0622
	Posttest	60	73.783	10.8285
CMC & Face to face	Pretest	60	60.800	10.7905
	Posttest	60	83.000	9.7737

Figure 1: the mean of scores on pre and posttests related to English Translation students.
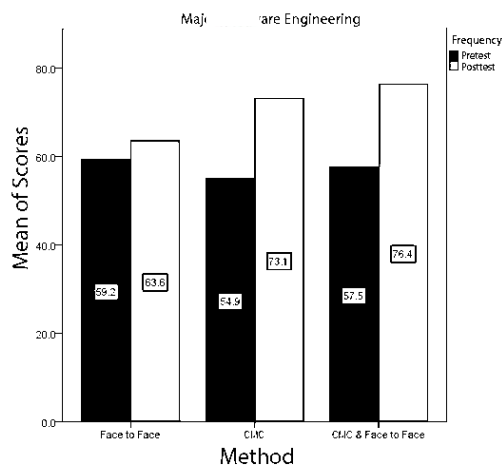
Figure 2: the mean of scores on pre and posttests related to Civil Engineering students
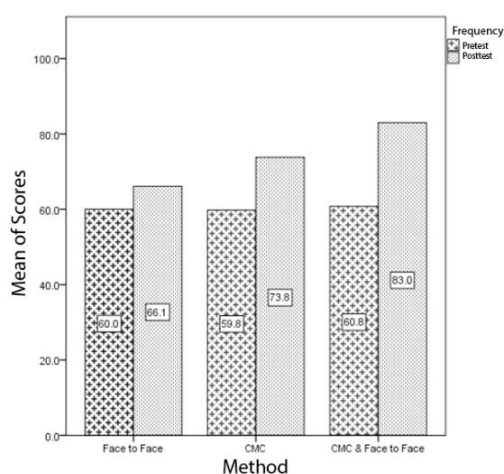

Figure 3: the mean of scores related to pre and posttests for both majors.

Figures 1, 2 and 3 also indicate the variations related to the performance profile of the students involved in different methods of teaching translation. It is evident from these figures that exposure to CMC impacts translation learning significantly.

In the first phase of the research, the question was: To what extent is experiential/academic background information influential in learning translation based on CMC approach? To answer the question, it is necessary to analyze the results of pre and posttests. To explore the differences in pre and posttest translation scores for different majors, a two-way factorial ANCOVA was employed. Notably, Analysis of Covariance (ANCOVA) allows us to compare one variable for two or more groups taking into account (or to correct for) variability of other variables called covariates. To run the ANCOVA test, two prerequisites must be met. One is Levene's test for equality of variances, and the other is normal distribution of the variables.

Prior to ANCOVA test, Levene's test for equality of variances was performed to examine whether the error variance of the dependent variable is equal across groups. Table II illustrates the results of the Levene's test:

TABLE II.
RESULTS OF THE LEVENE'S TEST

F	Df1	Df2	Sig.
1.438	5	174	.213

For interpreting the results produced by ANCOVA and the associated adjusted mean values, homogeneous regression slopes for the various groups must be assumed (Huitema, 1980). When the Levene's test is negative ($P>0.05$), then the variances in the groups are not different (the groups are homogeneous), and therefore, the assumptions for ANCOVA are met.

Alternatively, to determine the effect of background knowledge, two-way factorial ANCOVA was employed, the results of which are shown in Table III:

TABLE III.
TEST OF BETWEEN-SUBJECTS EFFECTS

Dependent Variable: Posttest

Source	Sum of Squares	df	Mean Square	F	Sig.
Uni Major	401.816	1	401.816	5.751	.018
Method	8104.728	2	4052.364	57.996	.000
Pretest	5526.422	1	5526.422	79.092	.000
Error	12227.822	175	69.873		
Corrected Total	28273.394	179			

As can be observed in Table III, significant levels for *major, method and pretest* variables are all lower than 0.05 alpha level. As a result, *major* variable impacted the posttest scores considerably. Clearly, the students in English Language Translation groups have performed better than Civil Engineering students on the posttest.

Therefore, the hypothesis that experiential/academic background knowledge has affected learning of translation in this study is attested. Although translation students' scores were better, civil engineering students' performance was remarkable. It could be concluded that all students exposed to CMC treatment had developed significantly in translation skills, but higher translation proficiency improvement of Khorasgan University students was more due to their prior translation experience.

In the next stage of the study, we wanted to determine if the method of teaching translation was also effective. The results shown in table 4 illustrate which translation method was more effective:

TABLE IV.
PAIRWISE COMPARISONS OF MAJOR AND DEPENDENT VARIABLE

Pairwise Comparisons

Dependent Variable: Posttest

Method (I)	Method (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Face to Face	CMC	-7.799[*]	1.526	.000	-10.811	-4.786
	CMC & Face to Face	-16.439[*]	1.527	.000	-19.453	-13.425
CMC	Face to Face	7.799[*]	1.526	.000	4.786	10.811
	CMC & Face to Face	-8.641[*]	1.528	.000	-11.655	-5.626
CMC & Face to Face	Face to Face	16.439[*]	1.527	.000	13.425	19.453
	CMC	8.641[*]	1.528	.000	5.626	11.655

Based on the results depicted by Table IV, the methods under investigation were significantly different because all the significant levels were lower than 0.05 (sig. <0.05) we can say that the method variable impacted leaning of translation. It is clear that all the significant levels are .000, but how to know which method is more effective. As it is shown in the table , both the Upper Bound and Lower Bound levels for each method are either - or +. It means that these three methods have significant differences. For CMC & Face to face approach in column I, the Upper Bound and Lower Bound levels are + for both methods in column J. But for CMC approach in column I, the levels for one of the methods in column J is -, while   for Face to Face in column I, the Upper Bound and Lower Bound levels are - for both methods in column J. Thus, CMC & Face to Face (hybrid) approach in column I is more effective because the Upper Bound and Lower Bound are + for both methods in column J. Clearly, CMC approach to translation seemingly offers greater translation benefits compared with the face to face traditional approach. However, the participants 'gains in terms of translation skills are even better because the hybrid, combination method involves a larger area of the learners 'cognition when translating texts.

In third phase of the study, we wanted to see the learners' reaction to the application of the CMC method. To achieve this purpose, we only used the students who were taught by CMC and CMC & Face to Face approaches. Subsequently, a questioner was used to gauge the learners' attitudes. Questions were analyzed by One-Sample Statistics:

TABLE V.
MEAN AND STD. ERROR MEAN FOR CMC APPLICATION:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Communicating in educational environments	120	3.5679	.84098	.07677

A five-point Likert scale was applied to rank the targeted questions: strongly disagree = 1, disagree = 2, Uncertain = 3, agree = 4, and strongly agree = 5. Students were asked to mark only one of these points on the scale to express their perceptions about each item. It can be seen in Table 5 that CMC is indeed effective for teaching translation to students with different majors.
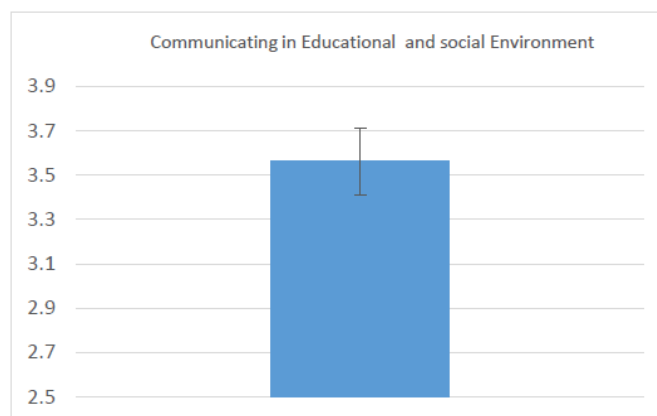
Figure 4: Superiority of CMC based on mean values

TABLE VI.
RESULTS RELATED TO ONE-SAMPLE TEST

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval for Difference	
					Lower	Upper
Communicating in educational environments	7.397	119	.000	.56786	.4158	.7199

It is clearly demonstrated by Table VI that the use of CMC in educational and social environments is 95% effective.

IV. DISCUSSION

Notably, the results of the study indicated that experiential/academic background knowledge (i.e., the major variable) had appreciably a high effect on learning translation. It was also observed that all students receiving treatment by CMC had improved their translation proficiency significantly, but Khorasgan University students' translation proficiency had improved even more due to their higher level of background experience with translation skills. The results revealed that those students who learnt translation via hybrid method performed the best on the posttest. The overall conclusion was that translation proficiency can be developed through CMC interaction for English non-major University students. In this study, both Translation and Civil Engineering students using CMC approach showed a more significant improvement. Finally, the results obtained from the questionnaire also revealed that the use of CMC in educational and social environments was effective.

Overall, the goal of the present study was to evaluate the efficacy of CMC versus traditional approaches to teaching translation to Iranian senior translation and civil engineering students. Drawing on previous research on students' attitudes towards fully-on line provision of computer education programs, Miliszewska (2007) conducted a study in Hong Kong. He found out that students did not fully appreciate the online provision of transnational programs as a preferred alternative to the current model of translation training. However, the results of the present study supported the utility of CMC in translation teaching.

Like the current research which is on hybrid methods of teaching, the study by Ginns and Ellis (2007), was about blended learning, and they explored the relations between student perceptions about e-Learning environment, approaches to instruction, and students' grades. The results of the study suggested that students vary in their perceptions of the blended learning environment, and that students' self-reports of their approaches to study and learning outcomes covary with contextual variations. However, in this research almost all students favorably greed with the application of CMC as a supportive tool for learning. In fact, the findings were consistent with those of Nowrozi (2010) who proved that the application of computer mediated communication tools both inside and outside of the classrooms can certainly benefit the amount of learning and develop learners' communicative competence to a certain extent.

Similarly, Dell, Low, and Wilker (2010) conducted a study and concluded that there were no significant differences between the translation works submitted by students through online or face-to-face interactions, and that the methods of instruction are more important than the delivery platform. It is interesting to note that in our research the delivery platform played a key role in students' learning.

Alternatively in 2011, Nguyen (2011) examined Vietnamese learners' reflections on the application of computer-mediated communication (CMC) into a collaborative learning context. At the end of the study, students remained skeptical about any conceivable improvements to their English language skills. However, they expressed confidence that they would attend similar courses in future and were willing to recommend the technology-based course to other students.

In another study Redmond (2011), drawing on the experiences of two instructors using blended techniques, reported that moving to online settings may alter both pedagogy and practice and consolidate effective learning outcomes. However, in this study we used different pedagogical techniques and same class content for all targeted groups.

The results of this study clearly substantiated the efficacy of CMC as an effective tool in learning especially when it is used as an additional, supplementary leaning tool. This prediction agrees with the findings of the study conducted by Hsieh and Ji, (2013) who also compared the effects of three instructional methods; namely, synchronous online communication, asynchronous online communication, and traditional grammar translation method for teaching reading comprehension.

Finally, the results of the study were opposed to those obtained by Young and Duncan (2014) who performed a study whose purpose was to compare students' ratings of instruction in online and face-to-face higher education courses in an effort to understand how faculty members can strengthen their teaching in the online environment. These writers found that the target participants were more satisfied with traditional, face to face courses compared to online courses. Clearly, the results of the present study did not agree with these authors' findings.

V. Conclusion

In recent years, blended and on line English programs which involve the application of technology for the delivery of language instruction have become widespread. These approaches to language teaching have brought about important alterations in practical and pedagogical aspects of curriculum design in general and language teaching in particular. The results of the studies concerning the effectiveness of on line tools for language teaching have been inconclusive. However, concerned researchers agree on the need for the teachers to master the tools and acquire the skills for communicating with students on line.

Evidently, the results of the present study endorsed the opinions of related researchers in this area indicating that on line, CMC based approach to teaching translation evokes crucial changes in the outcomes of learning. Consequently, blended and on line teaching offer potential benefits to enhance traditional language instruction by linking the classroom context to the outside world. However, there are challenges that need to be addressed before fully adopting online courses. The results of the present study, therefore, may have potential implications for course designers, language teachers and learners.

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