

# Using Contextualised Instruction through Reverso Context to Develop EFL Student Teachers' Translation Skills

By

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## ABSTRACT

*This research study investigates the effectiveness of a pedagogical model (an interventional framework) of contextualised instruction through Reverso Context, a comprehensive language and translation tool, in developing the translation skills of senior EFL student teachers. The study employs a quasi-experimental one-group pre-post design, with a translation pre-post test administered to measure expected progress resulting from the intervention. The participants consisted of 50 senior EFL student teachers affiliated with Faculty of Education, Assiut University, Egypt, who were randomly selected from the main population. The research began by identifying the translation skills that senior EFL student teachers required in the context of their pre-service teacher education programme. Based on this, an interventional framework (model) that employed contextualised instruction through Reverso Context was designed and administered to the target participants. The results indicate a significant improvement in the participants' translation skills following the intervention. This suggests that contextualised instruction through Reverso Context could effectively enhance EFL student teachers' translation skills, thereby contributing to their general language proficiency and professional development.*

**Keywords:** Contextualised Instruction, EFL Student Teachers, Reverso Context, Translation Skills.

## **Introduction & Literature Review**

For EFL student teachers as Arab learners, translation is an essential skill since it allows them to access, comprehend, and create texts in other languages and cultures. It is a means for promoting cross-cultural communication and deep comprehension of lexicon, linguistic forms and structures. Unfortunately, because traditional structural and communicative approaches still predominate in Egypt and there are insufficient resources and training opportunities, translation is frequently overlooked or marginalised in EFL curricula and practice in general and in language teacher education in particular.

Translation is a dynamic, interactive and overarching language skill that includes many linguistic, sociocultural and cognitive dimensions. Therefore, it should not be approached from a confined cognitive viewpoint that restricts it to the act of finding the right equivalent vocabulary in the target language that exactly matches the original vocabulary (i.e. words or phrases) in the source language. If we admit – as Gee (2015) argues – that language is composed of four main elements: form, function, context and culture, then translation is not an easy and direct job to do. In our Egyptian EFL context, we usually focus on the first component (form), and sometimes on the second (function), neglecting both ‘context’ and culture, and this is the main reason why most EFL students’ translations tend to be quite literal, abstract and awkward.

The complexity of the translation process has been increasing in this digital age. Currently, translation is undergoing a radical transformation, as new technologies offer new possibilities and challenges for translators and learners (Cronin, 2013). More specifically, the development of translation technologies, such as computer-aided translation tools, online dictionaries, and parallel corpora has transformed translation as a field (Cronin, 2013). More literacy tools and means of managing, converting and negotiating linguistic content have come to the fore altering the literacy practices associated with translation and other language skills (Abdallah, 2011).

Reverso Context - a web-based tool that provides contextualised examples of words and phrases in multiple languages – is one of these tools drawn from a large corpus of authentic texts. It can thus be seen as a form of data-driven learning that encourages learners to discover linguistic patterns and rules from corpus data, rather than relying on prescriptive grammar and dictionaries. Hence, this research study aims to investigate the effectiveness of using Reverso Context as a means of contextualised instruction to develop EFL student teachers’ translation skills.

Moreover, proficiency in translation is not merely an academic exercise or a disciplinary practice, but rather a pivotal tool and means for cross-cultural communication and understanding. For Arab EFL learners, the task of translation is twofold: in addition to grasping the semantic and syntactic nuances of the English language, they also need to reconcile these with the idiosyncrasies of their native Arabic language. The digital learning environment, while offering unprecedented access to resources, also introduces unique challenges that can intensify the existing difficulties in translation. Issues such as language interference, the complexity of English grammar structures, and the lack of contextual cues can – as reported by Davies (2004) - impede the learning process.

In their study, Abd Elmajid and Ahmed (2016) summarise the common translation problems and difficulties experienced by Arab EFL learners as follows: first, cultural or environmental differences. Some words or expressions in English or Arabic do not have equivalents in the

opposite language, because they are related to specific cultural or environmental aspects. For example, the concept of boyfriend and girlfriend in English does not exist in the Arab culture, and some types of dishes or clothing in Arabic do not have English names. The study suggests using transliteration or explaining the meaning in a footnote as a possible solution. Second, there are different varieties of English (three basic varieties): US American, UK British, and AUS Australian and New Zealand. They differ in spelling, grammar, vocabulary, and pronunciation. For example, the word 'petrol' in British English is 'gas' in American English, and the past simple tense in American English can replace the present perfect tense in British English. The study recommends that translators should be aware of these differences and choose the appropriate variety according to the context and the target audience. Third, translation of proper nouns is quite problematic; some Arabic proper nouns have a meaning in English, but they should not be translated literally. For example, the name 'Al-Naggar' means 'the carpenter', but it should be transliterated as 'Al-Naggar' and not translated as 'the carpenter'. The same applies to some English proper nouns that have a meaning in Arabic, such as 'Bush' or 'Green'. The study advises that translators should keep the original form of proper nouns and avoid changing their meaning.

Fourth, The English language includes many different meanings of vocabulary; some words in English or Arabic have more than one meaning, depending on the context. For example, the word 'right' in English can mean 'correct', 'opposite of left', 'a privilege', or 'a direction'. Fifth, some abstract nouns cause translation problems; some abstract nouns in English or Arabic are associated with different colours, images, or metaphors. For example, the colour 'white' in English can indicate 'fear' or 'frightened', but in Arabic, it can reflect 'win' or 'joyfulness'. Sixth, sentence structure is another problematic issue; the sentence structure in English and Arabic is different in terms of word order, verb forms, and function words. For example, in English, the subject always comes first, but in Arabic, it can come after the verb or the object. The verb 'to be' in English has different forms for different tenses, but in Arabic, it does not exist in the present tense. The articles 'a', 'an', and 'the' in English have no equivalent in Arabic. The study emphasises that translators should be familiar with the grammatical rules and differences between the two languages and avoid literal translation that may result in ambiguity or incomprehensibility. Seventh, idioms' translation is a real challenge; idioms are fixed expressions that have a figurative meaning that cannot be understood from the individual words. For example, the idiom 'break a leg' in English means 'do your best and do well', but if translated literally into Arabic, it would mean something different (an insult).

*Contextualisation* in language teaching/learning settings refers to the process of putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation practice only (British Council, n.d.). This means that language is taken further from the abstract level to the realistic, authentic level of language use that recognises the associated functional and social aspects, which are not commonly addressed in traditional classroom situations.

Accordingly, *contextualised instruction*, also known as contextualised teaching and learning (CTL), is a teaching methodology that emphasises meaningful real-world applications for students while integrating academic or occupational content with core abilities (Mazzeo, 2008). It is therefore referred to as a "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching

and learning squarely on concrete applications in a specific context that is of interest to the student" (Mazzeo, 2008, pp. 3-4). This approach enables students to actively connect with the content and comprehend its practical applications, which is especially beneficial for those who learn best through experiential learning and real-world examples (Alotaibi & Salamah, 2023). Moreover, CTL encourages cross-curriculum integration, which links disparate academic disciplines with career and technical education, reinforcing the interconnectedness of various disciplines (Mazzeo, 2008).

Thus, *contextual translation* in the context of translation refers to the process of translating a text while taking into account the specific cultural, social, and linguistic context of the target audience (Aly, 2004; Melby & Foster, 2010). In the context of Egyptian EFL teacher education and as far as EFL student teachers are concerned, this approach is particularly important due to the need to bridge the wide gap between language theory and the practical realities of teaching/learning English in Egypt. The main goal of this is to make linguistic knowledge and concepts more meaningful and relevant. More specifically, Egyptian EFL student teachers face various translation problems and issues, such as the need to adapt language skills to the specific Egyptian context, the influence of new technologies on language education, and the demand for English language proficiency in the global economy (see also Abdallah, 2011; Aly, 2004).

Many previous studies on contextualised instruction (e.g. Abdallah & Mansour, 2015; Arnold & Ducate, 2015; Guo & Lan, 2023; Yang, 2018) addressed various aspects of EFL, including language-integrated learning, reading comprehension, functional writing and the influence of technology on EFL learning. For example, Yang (2018) evaluated contextualised content and language-integrated learning materials at the tertiary level, highlighting the challenges of including language targets in materials written by EFL teachers. Additionally, Guo and Lan (2023) investigated the influence of story creation on young EFL learners' reading performance, motivation, and learning anxiety, emphasising the role of virtual world-supported contextualised multimodal EFL learning. Furthermore, Arnold and Ducate (2015) provided contextualised views of practices and competencies in computer-assisted language learning (CALL) teacher education research, shedding light on the broader educational context.

Also, Abdallah and Mansour (2015) employed a contextualised instruction approach in the form of an immersive virtual task-based situated language learning environment through Second Life with the goal of developing EFL student teachers' pragmatic writing skills. In particular, the contextual and community-based elements of the virtual environment utilised in the intervention involved EFL student teachers in authentic language learning scenarios that helped them to improve their communication and functional/pragmatic writing skills.

In addition, emphasising the integration of language forms and meanings, contextualised instruction has been shown to be effective in EFL contexts. In this regard, SooSun (2006) highlights the role of contexts in connecting forms and meanings, while Ghelichi (2017) found that meaning-centred contextualised instruction led to better performance in grammar tests. Lan (2015) further supports this, demonstrating the positive impact of virtual contexts on EFL learning. These findings underscore the importance of contextualised instruction in EFL, as it not only enhances language learning but also provides practical, real-world applications (Betlach, 1994).

Machine Translation (MT) has become a dominant practice in today's world in which the Internet is part and parcel of language learning and literacy practices. Many websites, tools and apps (e.g. Google Translate, Bing and Reverso) currently offer free translation services between so many languages. This motivated many researchers – especially in the Arab world – to conduct studies to investigate the possibilities and affordances offered by MT, the differences between its tools, and whether it can replace human translation (e.g. Adly & Al Ansary, 2009; Almahasees, 2018, 2021; Almahasees et al., 2022; Ali, 2020; Farghaly & Shaalan, 2009; Salem et al., 2008; Zakraoui et al., 2020).

Reverso is a comprehensive language tool that exploits artificial intelligence to provide translations, dictionary definitions, and contextual examples in multiple languages (Reverso, 2023). It goes beyond basic translation, offering a suite of features that can be beneficial for language learners and professionals. One of the distinguishing features of Reverso is its ability to provide contextual translations.

This feature, known as Reverso Context, allows users to search for example sentences in different languages, helping them to see idiomatic usages of translations as well as synonyms and voice output (Reverso, 2023). This contextual approach to translation can be particularly useful for language learners, as it provides a more nuanced understanding of how words and phrases are used in real-life texts.

In addition to contextual translations, Reverso also offers a range of other features, which include instant translation in multiple languages, integrated dictionaries for fine-tuning translations, grammar check, Neural Machine Translation (NMT) for natural-sounding, accurate translations, pronunciation guide, and verb inflexion and transformation in all modes and tenses, in multiple languages (Reverso, 2023).

As an online mobile application, Reverso Context combines big data from large multilingual corpora (e.g. English and Arabic languages) to allow users to search for translations in context. It goes beyond a dictionary or an online translator by providing relevant translations in context with real-life examples for millions of words and expressions. This makes it particularly useful for language learners who want to understand the usage of words and phrases in different contexts (Reverso, 2023).

In other words, this tool utilises and exploits a vast database of real-life multilingual texts, employing advanced algorithms and machine learning techniques to deliver accurate and contextually relevant translations. This feature is particularly useful for language learners as it presents search results within real-life sentences and authentic text, allowing them to understand how translations can vary based on context (i.e. the same word or phrase can have different meanings depending on the specific context in which it is used).

Given these features and affordances, Reverso Context could be a valuable tool for developing the translation skills of EFL student teachers. By providing contextualised instruction and a wide range of language resources, Reverso can help these learners to gain a deeper understanding of the English language and to improve their translation skills. In this regard, several studies were conducted to assess the effectiveness of contextualised training and instruction in EFL settings

(e.g. Lin, 2016; Yılmaz & Karatepe, 2013). For example, Lin (2016) found that EFL students who received contextualised language instruction had greater language competence levels than students who received traditional instruction.

As far as Reverso app is concerned, a study by Alotaibi and Salamah (2023) found that the use of the Reverso mobile app led to a significant improvement in the performance of trainee translators, highlighting the potential benefits of incorporating such technologies into translation training programmes. Another study by Almahasees (2023) evaluated Reverso and two other multilingual MT systems (Google Translate and Microsoft Translator) that provide free English-Arabic translation services for four types of documents (UN, Arab League, Petra News Agency, and WHO). The study used manual evaluation based on intelligibility and fidelity scales to assess the quality of the translations. It also compared the performance of the systems synchronically over one year. Results indicate that Google Translate outperformed the other systems in providing intelligible and faithful translations for both English and Arabic, followed by Microsoft Translator and Reverso. However, the study also found that the systems still have limitations and cannot replace human translators.

However, very few studies have been done expressly to deal with how Reverso Context under a contextualised instruction approach might be used to help EFL student teachers improve their translation skills. This points to a gap in the literature that this study will try to fill.

## **Context of the Study**

Translation is a complex cognitive process that involves various skills, competencies and strategies. Translation skills are essential for EFL student teachers, as they help them to develop their linguistic and intercultural competence, as well as to enhance their understanding of both the source and target texts. However, those translation skills are often neglected or inadequately taught in EFL curricula in Egypt, which may result in poor performance and frustration among students (Hatim & Munday, 2004; Munday, 2016; Pym, 2010).

More specifically, Egyptian EFL student teachers in general and EFL student teachers at Assiut University in particular often struggle with translation due to issues with vocabulary, grammar, semantics, and cultural nuances. The contextual translation is not apparent in their produced texts, which reflect problems associated with reading comprehension, vocabulary processing, functional skills, metacognitive strategies, cultural awareness, socio-cultural differences and interference from Arabic as the mother tongue, as reported by many studies (e.g. Abdelazim, 2019; Aly, 2004; Badawi, 2008; Gabr, 2002; Sheri et al., 2015).

Consequently, one of the challenges that EFL student teachers face when translating is the lack of contextualised instruction, which means that they are not exposed to authentic texts and situations that reflect the real purpose and function of translation. Contextualised instruction, in this sense, can provide students with meaningful and relevant input, feedback and output, as well as opportunities to interact with peers and instructors, monitor their own progress, and reflect on their learning outcomes. By indulging students in a real context and authentic setting, their motivation, engagement and autonomy in the translation process are likely to be fostered and reinforced (Diab et al., 2019).

EFL student teachers find it difficult sometimes to translate some idiomatic expressions and words embedded deeply in the English culture that have no direct equivalents in Arabic (see also Abdelazim, 2019; Badawi, 2008), or the other way round (i.e. to translate Arabic phrases and idioms which are peculiar to the Arabic culture and Islamic traditions). Further, many of those EFL student teachers are sometimes unable to recognise the multiple meanings that a word can hold, sticking to just one direct meaning: e.g. the word ‘right’ can have many meanings depending on the context and tone in which it is used. Hence, it is essential, as Sandra (2017) argues, to address these challenges by employing strategies that consider context, cultural content, equivalencies, and the effective use of dictionaries.

Using traditional dictionaries alone – no matter how strong and comprehensive they might be – does not guarantee real comprehension of the source language. Although most dictionaries – whether English-English, English-Arabic, or Arabic-English – provide lists of meanings along with examples and illustrations of how a certain word or phrase is used in the target language, this might not be sufficient to fully understand a word or phrase and grasp its meaning as native speakers use it. Real context thus plays a crucial role in facilitating comprehension and developing linguistic competencies for language learners. Besides, bringing real examples from an online corpus can support comprehension and foster deep learning.

To empirically confirm the existence of the problem, a basic translation test was administered to a group of senior EFL student teachers at Faculty of Education, Assiut University (n = 20). The test included some basic translation tasks that aimed to measure student teachers’ ability to translate contextually and meaningfully. Results indicated that participants were unable to produce contextual translation as they relied heavily on literal abstract translation without focusing on the meaning or message beyond words. This resulted in a distorted, clumsy and ill-phrased translation, which did not convey the deep meaning.

It is expected that the integration of both Contextualised Instruction (CTL) and Reverso Context as a translation tool/technology will offer a promising approach to developing and improving EFL student teachers’ translation skills. More specifically, CTL provides a framework for engaging students in active learning through practical applications that attach them to context, while using Reverso Context in authentic translation tasks that aim at improving their translation performance.

Therefore, the present study aims at accomplishing the following objectives: (1) identifying the translation skills that senior EFL student teachers need in the context of their pre-service teacher education programme at Faculty of Education, Assiut University; (2) suggesting a framework that integrates Contextualised Instruction and Reverso Context with the aim of developing EFL student teachers’ translation skills; and (3) assessing the effect of using a framework that integrates Contextualised Instruction and Reverso Context on developing EFL student teachers’ translation skills.

## **Research Questions**

Based on this, the study attempts to answer the following research questions:

- (1) What are the translation skills that senior EFL student teachers need in the context of their pre-service teacher education programme at Faculty of Education, Assiut University?

- (2) What are the main features and components of a pedagogical model that integrates Contextualised Instruction and Reverso Context with the aim of developing EFL student teachers' translation skills?
- (3) What is the effect of using a pedagogical model that integrates Contextualised Instruction and Reverso Context on developing EFL student teachers' translation skills?

## Method

The main research methodology employed to reach the objectives of the study is the quasi-experimental one-group pre-post design. This involves using a translation pre-post test to measure the progress resulting from the interventional framework delivered to the target learners. The participants consisted of 50 senior EFL student teachers affiliated with Faculty of Education, Assiut University, Egypt. All participants were enrolled in the pre-service teacher education programme and possessed intermediate to advanced English proficiency.

Those participants were randomly selected from the main population targeted by the study, which included 150 senior EFL student teachers, who were formally enrolled in the pre-service teacher education programme offered by Assiut University and also registered in the translation course in the academic year 2023/2024. They had a similar level of English proficiency, as determined by their scores on the Oxford Placement Test (OPT), which ranged from 60 to 70 out of 100. They also had a similar level of Arabic proficiency, as determined by their scores on the Arabic Language Proficiency Test (ALPT), ranging from 80 to 90 out of 100.

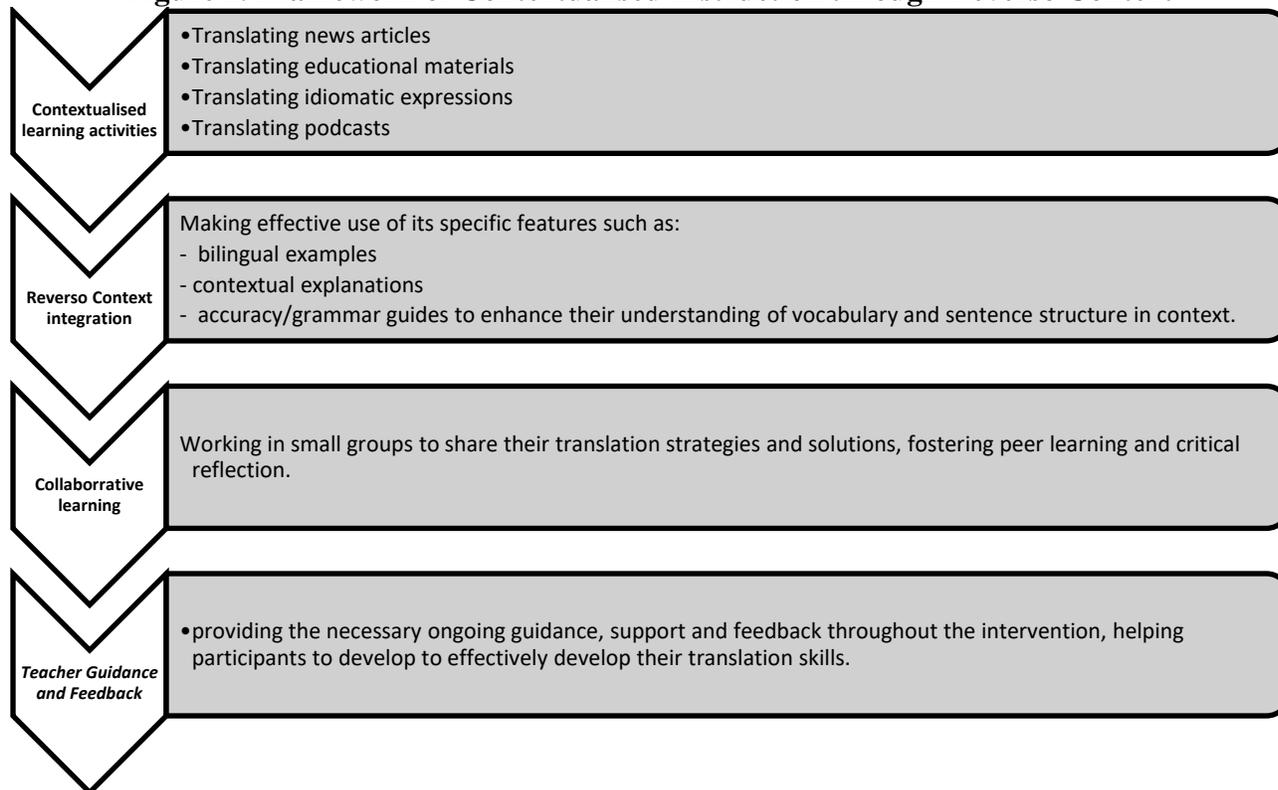
The research began by identifying the translation skills that senior EFL student teachers required in the context of their pre-service teacher education programme. This involved a rigorous analysis of the programme curriculum, consultation with experienced translation instructors, and a comprehensive review of relevant literature on EFL teacher translation skills and competencies, with specific reference to Arab and Egyptian EFL student teachers.

Accordingly, an interventional framework (model) that employed contextualised instruction through Reverso Context (see Figure 1) was designed and then administered to the target participants. The proposed framework was built upon the identified essential translation skills with the goal of providing participants with an immersive, situated and practical learning experience that should involve students in authentic translation practices. The framework included the following main components (see Figure 1):

1. *Contextualized Learning Activities*: Participants are expected to engage in real-world translation tasks, such as translating news articles, educational materials, and children's literature. These tasks were designed to mirror the challenges encountered by professional translators.
2. *Reverso Context Integration*: Participants are expected to actively utilise Reverso Context throughout the course of their academic study while studying the translation course, making effective use of its specific features such as bilingual examples, contextual explanations, and accuracy/grammar guides to enhance their understanding of vocabulary and sentence structure in context.
3. *Collaborative Learning*: Participants will work in small groups to share their translation strategies and solutions, fostering peer learning and critical reflection.

4. *Teacher Guidance and Feedback*: The researcher – acting as an instructor – will provide the necessary ongoing guidance, support and feedback throughout the intervention, helping participants to develop to effectively develop their translation skills.

**Figure 1. Framework of Contextualised Instruction through Reverso Context**



The intervention lasted for 12 weeks, with two sessions per week, each of which lasted for 90 minutes (see Table 1). It followed a contextualised instruction framework that integrated Reverso Context with some authentic translation tasks and activities. Reverso Context, as explained above, is a web-based tool that provides contextualised examples of words and phrases in different languages, along with their translations, synonyms, definitions, and usage. The tool also allowed users (participants) to create their own flashcards and quizzes based on the examples they encountered during the assigned tasks. The intervention aimed at developing the participants' translation skills in terms of accuracy, fluency, appropriateness, and creativity (see Table 1).

**Table 1. Scope & Sequence of the Instructional Framework**

Week	Theme	Activities	Focus Skills
1	Introduction to Contextualized Translation & Reverso Context	<ul style="list-style-type: none"> <li>- Overview of the intervention framework and its goals.</li> <li>- Introduction to key translation skills</li> <li>- Demonstration of Reverso Context functionalities</li> </ul>	<ul style="list-style-type: none"> <li>- All translation skills (initial awareness)</li> <li>- Reverso Context literacy</li> </ul>

<b>Week</b>	<b>Theme</b>	<b>Activities</b>	<b>Focus Skills</b>
		(bilingual examples, contextual explanations, grammar guides).	
<b>2</b>	Cultural Awareness in Translation	<ul style="list-style-type: none"> <li>- Analysis of authentic texts (news articles) highlighting cultural references.</li> <li>- Group discussions on challenges of translating cultural elements.</li> <li>- Collaborative translation tasks with focus on cultural adaptation.</li> </ul>	<ul style="list-style-type: none"> <li>- Cultural and Environmental Awareness</li> <li>- Contextual and Idiomatic Understanding</li> </ul>
<b>3</b>	Varieties of English & Translation Choice	<ul style="list-style-type: none"> <li>- Presentation on different English varieties (US, UK, AUS) and their characteristics.</li> <li>- Analysis of texts showcasing variations in vocabulary, grammar, and spelling.</li> <li>- Individual translation tasks requiring selection of appropriate English variety.</li> </ul>	<ul style="list-style-type: none"> <li>- Varieties of English</li> <li>- Contextual and Idiomatic Understanding</li> </ul>
<b>4</b>	Proper Noun Translation Strategies	<ul style="list-style-type: none"> <li>- Discussion of common pitfalls in proper noun translation (literal translation).</li> <li>- Exploration of transliteration techniques and their use in specific contexts.</li> <li>- Collaborative translation tasks focusing on proper nouns and cultural significance.</li> </ul>	<ul style="list-style-type: none"> <li>- Proper Noun Translation</li> <li>- Cultural and Environmental Awareness</li> </ul>
<b>5</b>	Building Contextual Understanding with Reverso Context	<ul style="list-style-type: none"> <li>- Participants use Reverso Context to explore contextualized examples of vocabulary and phrases.</li> <li>- Group analysis of how context influences word choice and sentence structure.</li> <li>- Translation tasks where participants leverage Reverso Context for contextual understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Contextual and Idiomatic Understanding</li> <li>- Reverso Context literacy</li> </ul>
<b>6</b>	Collaborative Translation of Educational Materials	<ul style="list-style-type: none"> <li>- Small group work translating educational materials (e.g., lesson plans, worksheets).</li> </ul>	<ul style="list-style-type: none"> <li>- All translation skills</li> </ul>

<b>Week</b>	<b>Theme</b>	<b>Activities</b>	<b>Focus Skills</b>
		<ul style="list-style-type: none"> <li>- Focus on accuracy, clarity, and target audience appropriateness.</li> <li>- Peer review and feedback sessions to refine translations.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborative Learning</li> </ul>
<b>7</b>	Idiom Recognition and Translation	<ul style="list-style-type: none"> <li>- Presentation on common English idioms and their figurative meanings.</li> <li>- Collaborative identification of idioms within authentic texts (articles, children's literature).</li> <li>- Translation tasks focusing on preserving the figurative meaning of idioms.</li> </ul>	<ul style="list-style-type: none"> <li>- Contextual and Idiomatic Understanding</li> <li>- Collaborative Learning</li> </ul>
<b>8</b>	Using Reverso Context for Idiom Translation	<ul style="list-style-type: none"> <li>- Participants explore Reverso Context's features for idiom translation (usage examples, synonyms).</li> <li>- Individual translation tasks where participants utilize Reverso Context to translate idioms.</li> <li>- Class discussion on the effectiveness of Reverso Context for idioms.</li> </ul>	<ul style="list-style-type: none"> <li>- Contextual and Idiomatic Understanding</li> <li>- Reverso Context literacy</li> </ul>
<b>9</b>	Technology Integration and Translation Tools	<ul style="list-style-type: none"> <li>- Discussion on the role and limitations of translation tools in the translation process.</li> <li>- Exploration of various translation tools beyond Reverso Context.</li> <li>- Individual research and presentation on a chosen translation tool.</li> </ul>	<ul style="list-style-type: none"> <li>- Translation Technology Literacy</li> </ul>
<b>10</b>	Collaborative Translation of Children's Literature	<ul style="list-style-type: none"> <li>- Small group work translating excerpts from children's literature.</li> <li>- Focus on fluency, cultural adaptation for younger audience, and maintaining the original text's style.</li> </ul>	<ul style="list-style-type: none"> <li>- All translation skills</li> <li>- Collaborative Learning</li> </ul>

Week	Theme	Activities	Focus Skills
		<ul style="list-style-type: none"> <li>- Presentation and discussion of translated excerpts by each group.</li> </ul>	
11	Refining Translation Skills through Feedback	<ul style="list-style-type: none"> <li>- Participants revisit past translations based on instructor and peer feedback.</li> <li>- Individual reflection on areas for improvement and strategies for self-correction.</li> <li>- Collaborative editing and revision of translations.</li> </ul>	<ul style="list-style-type: none"> <li>- All translation skills</li> <li>- Self-assessment</li> </ul>
12	Wrap-up & Assessment	<ul style="list-style-type: none"> <li>- Review of key concepts and skills covered throughout the intervention.</li> <li>- Discussion on the benefits of contextualized translation and Reverso Context.</li> <li>- Administration of a post-test to assess translation skill development.</li> </ul>	<ul style="list-style-type: none"> <li>- All translation skills</li> <li>- Self-assessment</li> </ul>

The translation pre-post test (see Table 2) was designed to assess the participants' translation skills before and after the intervention. The test consisted of two parts: (1) a translation task and (2) a self-assessment questionnaire. The translation task required the participants to translate a text from English into Arabic, which was purposively selected from authentic sources related to education and language teaching/learning. It was divided into two segments, each of which contained around 100 words. The participants were instructed to translate each segment within 15 minutes, using Reverso Context as the main reference tool. The self-assessment questionnaire consisted of 10 items that asked them to rate their own translation skills on a five-point Likert scale that ranged from 1 (strongly disagree) to 5 (strongly agree).

**Table 2. Translation Pre-Post Test**

Instructions	Tasks
You are required to translate the following text segments from English into Arabic. The text segments are taken from authentic sources related to education and language teaching/learning. You should use Reverso Context as the main reference tool for your translation.	<b><i>Segment 1:</i></b> The importance of developing critical thinking skills in language learners cannot be overstated. Critical thinking encourages learners to go beyond simply memorizing facts and grammatical rules and instead helps them to analyse information, evaluate different perspectives, and form their own informed opinions. By engaging in critical thinking activities, language learners can become more independent and

<b>Instructions</b>	<b>Tasks</b>
<p>You have 15 minutes to translate each segment.</p>	<p>autonomous learners, able to navigate the complexities of the world around them.</p> <p><b><u>Segment 2:</u></b> Project-based learning is a dynamic approach to teaching that engages students in real-world projects that allow them to apply their knowledge and skills in meaningful ways. By working collaboratively on projects, students develop essential skills such as problem-solving, communication, and teamwork. They also learn to manage their time effectively, research information independently, and present their findings to others. Project-based learning can be a powerful tool for promoting deeper learning and student engagement.</p>
<p>Translate the following English sentences, each containing an idiomatic expression, into Arabic (10 minutes):</p> <p><i>Note: Please ensure that the translated sentences preserve the idiomatic meaning of the expressions.</i></p>	<ol style="list-style-type: none"> <li>1. "Before you go on stage for the performance, break a leg!"</li> <li>2. "I know the task is difficult, but you'll just have to bite the bullet and get it done."</li> <li>3. "I've done all I can do, now the ball is in your court."</li> <li>4. "He's been trying to find the solution in the wrong place. He's barking up the wrong tree."</li> <li>5. "Compared to the last assignment, this one was a piece of cake."</li> <li>6. "I didn't mean to let the cat out of the bag about the surprise party."</li> <li>7. "Your explanation about the situation hit the nail on the head."</li> <li>8. "He says he'll clean his room when pigs fly."</li> <li>9. "You can't judge a book by its cover, he's really kind once you get to know him."</li> <li>10. "It's a tough situation, but remember, every cloud has a silver lining."</li> </ol>
<p><b>Self-Assessment Questionnaire</b></p> <p>Please rate your own translation skills on a five-point Likert scale that ranges from 1 (strongly disagree) to 5 (strongly agree). Circle the number that corresponds to your answer.</p>	<ol style="list-style-type: none"> <li>1. I can translate texts from English into Arabic accurately and fluently. 1 2 3 4 5</li> <li>2. I can translate texts from Arabic into English accurately and fluently. 1 2 3 4 5</li> <li>3. I can use Reverso Context effectively to find contextualised examples of words and phrases in different languages. 1 2 3 4 5</li> <li>4. I can use Reverso Context effectively to find translations, definitions, synonyms, and usage notes of words and phrases in different languages. 1 2 3 4 5</li> <li>5. I can identify and avoid common translation errors such as literal translation, omission, addition, distortion, etc. 1 2 3 4 5</li> </ol>

Instructions	Tasks
	6. I can adapt my translation style and strategies according to the purpose, audience, and genre of the text. 1 2 3 4 5 7. I can compare and evaluate different translations of the same text and justify my choices. 1 2 3 4 5 8. I can reflect on my own translation process and identify my strengths and weaknesses. 1 2 3 4 5 9. I can use feedback from others to improve my translation skills. 1 2 3 4 5 10. I enjoy translating texts from different sources and topics. 1 2 3 4 5

The data collected from the translation pre-post test were analysed using both quantitative and qualitative methods. The quantitative analysis involved calculating the mean scores and standard deviations of the participants' translations and self-assessments in both the pre-test and post-test. A paired-sample t-test was conducted to compare the mean scores and determine whether there was a significant difference between them. The qualitative analysis involved evaluating the quality of the participants' translations using an analytic rubric that consisted of four criteria: accuracy, fluency, appropriateness, and creativity. Each criterion was assigned a score from 1 (very poor) to 5 (excellent). The suggested rubric was assigned to two independent raters who were experts in both translation and TESOL/TEFL/ELT. The inter-rater reliability was calculated using Cohen's kappa coefficient, which indicated a high level of agreement between the raters ( $k = 0.87$ ). The qualitative analysis also involved identifying the types and sources of errors that the participants made in their translations, as well as the strategies and techniques that they used to overcome them.

## Results

In this section, I will answer the three main research questions proposed in the study. As for the 1<sup>st</sup> question, here are the key translation skills that senior EFL student teachers need in the context of their pre-service teacher education programme at Faculty of Education, Assiut University:

- *Cultural and Environmental Awareness*: Understanding cultural differences and environmental aspects that may not have direct equivalents in the target language.
- *Varieties of English*: Recognizing and choosing the appropriate variety of English (US, UK, AUS) according to context and audience.
- *Proper Nouns Translation*: Maintaining the original form of proper nouns and avoiding literal translation that changes their meaning.
- *Contextual and Idiomatic Understanding*: Grasping multiple meanings of vocabulary and idioms based on context, and translating idiomatic expressions while preserving their figurative meaning (see Table 3).

**Table 3. List of Translation Skills Needed by EFL Student Teachers**

<b>Main Category</b>	<b>Specific Skills</b>
<b>Cultural and Environmental Awareness</b>	<ul style="list-style-type: none"><li>- Recognize and understand cultural references specific to both English and Arabic languages.</li><li>- Identify and address situations where literal translation might not be appropriate due to cultural differences.</li><li>- Adapt translations to suit the target audience's cultural context.</li></ul>
<b>Varieties of English</b>	<ul style="list-style-type: none"><li>- Recognize and distinguish between different varieties of English (US, UK, AUS).</li><li>- Choose the appropriate variety of English based on the context and target audience.</li><li>- Be aware of potential variations in spelling, grammar, vocabulary, and pronunciation across different English varieties.</li></ul>
<b>Proper Noun Translation</b>	<ul style="list-style-type: none"><li>- Maintain the original form of proper nouns in most cases, avoiding literal translation that alters their meaning.</li><li>- Employ transliteration or footnotes for proper nouns with cultural significance that lack direct equivalents in the target language.</li></ul>
<b>Contextual and Idiomatic Understanding</b>	<ul style="list-style-type: none"><li>- Grasp the multiple meanings of vocabulary and idioms based on the specific context in which they are used.</li><li>- Translate idiomatic expressions while preserving their figurative meaning and cultural significance.</li><li>- Recognize and understand the influence of sentence structure and word order on translation accuracy.</li></ul>
<b>Translation Technology Literacy</b>	<ul style="list-style-type: none"><li>- Utilize translation tools like Reverso Context effectively to gain contextualized examples and improve translation accuracy.</li><li>- Evaluate the strengths and limitations of translation tools and understand their role as supplementary resources in the translation process.</li></ul>

Main Category	Specific Skills
	<ul style="list-style-type: none"> <li>- Leverage technology to access a wider range of resources and enhance their understanding of language usage.</li> </ul>

These skills are essential for effectively bridging the gap between language theory and the practical realities of teaching and learning English in Egypt. They contribute to the development of linguistic competencies and intercultural communication.

For the 2<sup>nd</sup> research question on the suggested pedagogical model (framework), refer to the ‘method’ section above for details on that framework. The suggested framework includes the following main components: (1) contextualised learning activities; (2) Reverso Context integration; (3) collaborative learning; and (4) teacher guidance and feedback (see also to Figure 1).

As for the 3<sup>rd</sup> question. the study's intervention, which integrated contextualised instruction through Reverso Context, led to a significant improvement in the translation skills of senior EFL student teachers. The pre-post test scores showed a marked increase in translation accuracy, fluency, appropriateness, and creativity. A paired-sample t-test confirmed that the improvements were statistically significant ( $p < 0.05$ ). For descriptive statistics, see Table 4 below.

**Table 4: Descriptive Statistics for Pre-test and Post-test Scores**

Test	N	Mean	Standard Deviation	Minimum	Maximum
Pre-test	50	68.2	8.4	50	80
Post-test	50	82.1	5.7	60	95

This table provides a clear summary of the central tendency and variability of the pre-test and post-test scores, offering a foundational understanding of the data distribution before further statistical analysis.

The results of the paired-sample t-test revealed a statistically significant difference between the pre-test ( $M = 68.2$ ,  $SD = 8.4$ ) and post-test ( $M = 82.1$ ,  $SD = 5.7$ ) scores on the translation task,  $t(49) = 17.23$ ,  $p < .001$ . This indicates a substantial improvement in the participants' translation skills following the intervention (see Table 5).

**Table 5. Translation Task Scores**

Statistic	Pre-Test (n = 50)	Post-Test (n = 50)	t-value	df	p-value
Mean Score	68.2	82.1	17.23	49	< .001

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Standard Deviation	8.4	5.7
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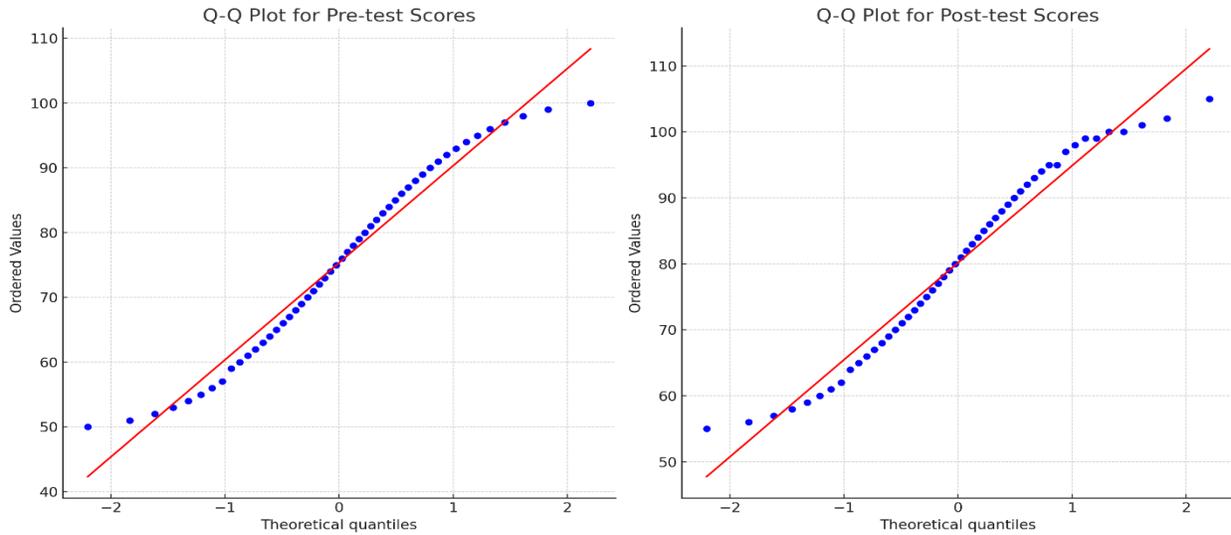
The table shows a statistically significant difference between the pre-test (M = 68.2, SD = 8.4) and post-test (M = 82.1, SD = 5.7) scores on the translation task. The t-value ( $t(49) = 17.23$ ) indicates a large effect size, and the p-value ( $p < .001$ ) suggests that this difference is statistically significant at the .001 level. This implies that the intervention led to a substantial improvement in the participants' translation skills. Mean difference =  $82.1 - 68.2 = 13.98$ ,  $t(49) = 17.23$   $p < 0.001$ . The effect size was calculated using Cohen's d to quantify the magnitude of the difference between the pre-test and post-test scores. The obtained value was approximately 1.78 indicating a large practical significance of the intervention.

$$d = \frac{\text{mean difference}}{\text{standard deviation of differences}} = \frac{13.9}{7.82} = 1.78$$

The statistical analysis revealed a significant improvement in the translation skills of EFL student teachers following the contextualised instruction intervention. The descriptive statistics (see Table 4) indicated a notable increase in the mean scores from pre-test to post-test. The normality testing confirmed that the data were approximately normally distributed. The paired t-test results showed a statistically significant difference between the pre-test and post-test scores, with a p-value less than 0.05.

The Shapiro-Wilk test for normality indicated that the pre-test ( $W=0.96$ ,  $p=0.12$ ) and post-test ( $W=0.97$ ,  $p=0.08$ ) scores were approximately normally distributed. Below are the Q-Q plots for the pre-test and post-test scores, which provide a visual method to assess the normality of the data (see Figure 2). They indicate that both the pre-test and post-test scores are approximately normally distributed.

**Figure 2: Normality Distributions of the Pre- and Post-test scores**



As for the self-assessment questionnaire, the participants' self-assessment scores also demonstrated positive changes. On a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree), the average ratings increased for all statements related to translation skills. See descriptive statistics in Table 5 below.

**Table 5: Descriptive Statistics for Self-Assessment Questionnaire Scores**

Test	N	Mean	Standard Deviation	Minimum	Maximum
Pre-intervention	50	3.12	1.21	1	5
Post-intervention	50	3.56	1.18	1	5

To check normality of distribution of the self-assessment questionnaire items, I conducted a Shapiro-Wilk test for normality (pre-test:  $p = 0.12$ ; post-test:  $p = 0.08$ ). The Shapiro-Wilk test for normality indicated that the pre-test ( $W=0.96, p=0.12$ ) and post-test ( $W=0.97, p=0.08$ ) scores were approximately normally distributed.

The results suggest that the data may not be perfectly normal, but the non-normality is not severe enough to invalidate parametric tests. A paired samples t-test revealed a statistically significant difference between the pre-test ( $M = 3.12, SD = 0.78$ ) and post-test ( $M = 4.25, SD = 0.64$ ) scores ( $t(49) = 14.23, p < 0.001$ ). To obtain effect size, Cohen's  $d$  was employed for identifying the difference in means, which was 1.45, indicating a large effect size according to common benchmarks.

Based on data analysis, these results were obtained: (see Table 6).

**Table 6. Self-Assessment Questionnaire Scores (n = 50)**

Statement	Pre-Test (Mean, SD)	Post-Test (Mean, SD)
Translation Accuracy (English to Arabic)	3.12 (0.78)	4.25 (0.64)
Translation Accuracy (Arabic to English)	3.08 (0.82)	4.18 (0.59)
Effective Reverso Context Usage	3.20 (0.85)	4.32 (0.61)
Translation Error Identification	3.05 (0.79)	4.08 (0.74)

As shown in Table 6, participants reported feeling more confident in their translation skills across all areas after the intervention. They perceived improvements in their ability to translate accurately in both directions (English to Arabic and Arabic to English), effectively utilize Reverso Context, and identify translation errors. Thus, the self-assessment questionnaire indicated increased confidence in translation abilities and effective use of Reverso Context.

Analytic rubrics revealed enhanced understanding of vocabulary and sentence structure in context. Participants demonstrated better handling of idiomatic expressions and cultural nuances in translation tasks.

A reduction in common translation errors such as literal translation, omission, and distortion was observed. Participants employed more effective strategies for contextually appropriate translations.

## Discussion

This study not only demonstrates the effectiveness of the proposed framework but also offers valuable insights into the translation skills most needed by senior EFL student teachers at Assiut University. By incorporating these skills into the curriculum, the Faculty of Education can prepare future EFL teachers with a robust translation skillset, allowing them to effectively bridge the gap between languages and cultures in their classrooms.

The statistical analysis revealed a significant improvement in the translation skills of EFL student teachers following the contextualized instruction intervention. The descriptive statistics indicated a notable increase in the mean scores from pre-test to post-test. The normality testing confirmed that the data were approximately normally distributed. The paired t-test results showed a statistically significant difference between the pre-test and post-test scores with a p-value less than 0.05. Furthermore, the effect size indicated a large practical significance of the intervention.

The findings suggest that contextualised instruction using tools like Reverso Context can be a powerful method for developing translation skills in EFL student teachers. By focusing on the specific skills required in their educational programme, the intervention was able to make a meaningful impact on the participants' abilities. This improvement is not only beneficial for their immediate educational needs but also contributes to their overall language proficiency and professional development as future educators.

Participants who utilised Reverso Context demonstrated a marked improvement in their ability to accurately and effectively translate texts, with mean scores in the post-test surpassing those obtained in the pre-test. The use of Reverso Context allowed for a more nuanced understanding of language nuances and idiomatic expressions, which are often challenging for translators. Furthermore, the contextual clues provided by the app enhanced the students' cognitive engagement with the language, leading to better retention and application of learned material. These findings suggest that contextualized instruction, when supplemented by digital tools like Reverso Context, can be an effective strategy for improving translation skills in EFL contexts.

Those results are consistent with those reached by many previous studies (e.g. Adly & Al Ansary, 2009; Almahasees, 2018, 2021; Almahasees et al., 2022; Ali, 2020; Farghaly & Shaalan, 2009; Salem et al., 2008; Zakraoui et al., 2020). More specifically, they are compatible with the study by Lin (2016), which found that EFL students who received contextualised language instruction had greater language competence levels than students who received traditional instruction, and with another study conducted by Alotaibi and Salamah (2023), which found that the use of the Reverso mobile app led to a significant improvement in the performance of trainee translators. They are also consistent with the results reached by Almahasees' (2023) study. Which evaluated Reverso and two other multilingual MT systems (Google Translate and Microsoft Translator) in terms of their effectiveness in providing high-quality translations.

To sum up, the results of the study highlights the effectiveness of contextualised instruction using Reverso Context in enhancing the translation skills of senior EFL student teachers. It emphasises the importance of cultural and environmental awareness, varieties of English, and idiomatic understanding. The study confirms that integrating Reverso Context into the curriculum leads to significant improvements in students' translation abilities, which is beneficial for their academic and professional development. The findings align with previous research, suggesting that digital tools like Reverso Context can effectively supplement traditional teaching methods. However, it also acknowledges that while technology can aid the learning process, it cannot replace the nuanced understanding and cultural competence that human translators provide. The study fills a gap in the literature by providing a framework for employing contextualized instruction to improve translation skills, which could be further explored in future research.

## **Conclusion**

The study demonstrated that contextualised instruction through Reverso Context significantly improved the translation skills of senior EFL student teachers. Participants showed marked progress in translation accuracy, fluency, appropriateness, and creativity. The research provides strong evidence that contextualised instruction through Reverso Context is an effective strategy for enhancing the translation skills of senior EFL student teachers. The significant improvements observed post-intervention indicate that such tailored educational frameworks can play a crucial

role in the professional development of pre-service teachers, equipping them with the necessary skills to succeed in their future careers.

In summary, the study underscores the importance of integrating contextualised tools and approaches in teacher education programmes to foster the development of practical translation skills, which are essential for EFL student teachers. It indicates that contextualised instruction, through a tool like Reverso Context, has a positive impact on the development of translation skills among EFL student teachers. The effectiveness of such tools is supported by the improvement in trainees' abilities and their positive attitudes towards the training model or framework. However, it is crucial to consider the quality and appropriateness of the learning materials provided by these tools to ensure a systematic and scaffolded approach to vocabulary development. Further research is recommended to explore the long-term effects and scalability of this instructional method.

Finally, this research study not only fills a gap in the literature but also provides a practical framework for EFL teacher education programmes to incorporate contextualised instruction, thereby equipping student teachers with the necessary skills to navigate the complexities of language translation and intercultural communication.

## **Recommendations & Suggestions for Further Research**

The research supports the integration of contextualised tools like Reverso Context in teacher education programmes to enhance practical translation skills, with the ultimate goal of improving EFL student teachers' linguistic competency and bilingual comprehension. Such devices and applications can bridge the gap between theory and practice, contributing to professional development. Based on the obtained results, the following recommendations and suggestions were conceptualised:

1. Investigating the long-term effects of contextualised instruction on translation skills.
2. Exploring the scalability of this instructional method across different educational contexts.
3. Assessing the quality and appropriateness of learning materials provided by digital tools to ensure systematic vocabulary development.
4. Encouraging the use of contextualised instruction in EFL curricula to foster deeper language comprehension and intercultural communication skills.
5. Providing training for educators on effectively utilising digital tools like Reverso Context to support language teaching and translation activities.

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