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**Exploring the Role of Machine Translation in Vocabulary Acquisition:  
A Case Study on EFL Learners Using the Reverso Context  
Application.**

**A Dissertation Submitted to the Department of English in Partial  
Fulfilment of the Requirements for Master Degree in English Language  
Teaching.**

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## ***Dedication***

*I would like to first dedicate this study to my parents, my father Merghoub Messaoud and my mother Kheira for their unending support, endless patience, and blind love that have been the pillars of my journey. My sisters and my brother Abdelkader:*

*I extend my dedication to my dear best friend Nour Elhouda Djekidel for her faith in my capacity, precious support and valuable encouragement that have been priceless throughout this journey. I am truly grateful for her presence which has brought comfort and inspiration during hard times. she believed when I doubted myself and she gave me strength to complete the path. This accomplishment carries her signature as much as it does mine, and I will always treasure her place in this endeavor.*

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## **Abstract**

Machine translation has remarkably become an important tool for vocabulary learning in modern education. Therefore, this research aimed to investigate the effectiveness of Reverso context application on vocabulary development. The research employed a quazi experimental design consisting of a pre-task and post-task comparison to assess the impact of reverso context application on vocabulary development. Furthermore, a qualitative focus group discussion was carried out to explore students' experiences and perceptions toward the use of Reverso. The results revealed that Reverso application contributed in the improvement of students' translation of vocabularies and sentence construction. Additionally, the students expressed their interest using the application, they appreciated its features namely ease of use and rapidity, besides the contextual examples. However, some of them expressed their concerns about some issues such as confusion and excessive reliance on this tool that potentially could lead to unnecessarily complicated language. Ultimately, this research highlights the role of machine translation tools for vocabulary learning and emphasizes the effective integration of such tools in educational setting.

**Keywords:** Vocabulary Learning, Reverso Context Application, Machine Translation, EFL Learners, Vocabulary development.

## **List of Abbreviations**

**MT:** Machine Translation

**L2:** Second Language

**OMT:** Online Machine Translation

**GTM:** Grammar Translation Method

**AI:** Artificial Intelligence

**CALL:** Computer-Assisted Language Learning

**CAVL:** Computer-Assisted Vocabulary Learning

**HAMT:** Human-Assisted Machine Translation

**MAHT:** Machine-Assisted Human Translation

**CAT:** Computer-Assisted Translation

**ELT:** English Language Teaching

**TBMT:** Transfer-based machine translation

**NMT:** Neural Machine Translation

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# General Introduction

## **Introduction**

There is a universal agreement that vocabulary learning is one of the fundamental aspects of second language learning. Vocabulary learning plays a vital role in enriching learners' knowledge in a way that enables them to recognize and use the language efficiently. Moreover, vocabulary mastery aids at enhancing learners' level of the four skills and communicative competence. However, as teaching vocabulary is crucial, it is challenging in terms of material selection, building familiarity, and vocabulary review. This justifies the importance of adopting effective vocabulary teaching strategies.

Teachers use several strategies to teach vocabulary, including mime, gestures and expressions, guessing from context, and translation, in addition to a grammar translation method, which can be considered as a subcategory of translation-based strategies for vocabulary instruction. The previous strategies were traditional and used since old times.

On the other hand, the advancement of technology gave rise to more modern strategies of vocabulary acquisition that are represented in vocabulary learning apps such as Anki app and Quizlet. It's worth mentioning machine translation as a strategy of vocabulary teaching and learning due to its long history consisting of several approaches that have been developed over time, starting from rule-based machine translation 1950s - 1980s to hybrid machine translation until nowadays. Machine translation refers to the digital translation production with partial or no human interference. It utilizes algorithms and artificial intelligence for translating texts from a language to another.

## **Statement of the Problem**

It is important to consider the significance of vocabulary learning as one of the basic aspects of language learning. The lexical knowledge affects the language understanding and use. Instructors use many strategies for vocabulary instruction including pictures, drawings and mainly translation which is considered a useful technique. With the emergence of technology, learners shifted their attention to machine translation because it is quick and ideal for instant translation. Although it is widely used, its impact on vocabulary development remains unexplored. Thus, this study addresses this gap by investigating the impact of Reverso context application on vocabulary learning in an EFL context.

## **Research aim**

This study aims at examining the effectiveness of machine translation on vocabulary learning by analyzing the performances of master 01 EFL learners in two tasks, one before using machine translation tools and one after the use of Reverso application. It also aims at Investigating students' attitudes and opinions towards the use of machine translation tools for learning vocabulary.

## **Significance of the Study**

investigating the impact of Reverso context application on vocabulary development and exploring the students' perceptions and attitudes toward the use of machine translation for lexical knowledge are the main aims of the study which indicate its significance by contributing to the computer-assisted language learning field by evaluating the effectiveness of machine translation on language learning, with emphasis on vocabulary growth. The findings may help the instructors to integrate machine translation tools into classroom instruction more effectively. Besides, this study promotes learners' autonomy in which students will understand how to use Reverso effectively. This research could also encourage educators to the careful and wise use of digital tools that align with modern education where students take an active role in their own language learning.

## **Research questions and hypotheses**

To guide this investigation, the following research questions and hypotheses were proposed concerning the influence of machine translation on vocabulary development.

1. To what extent machine translation tools are effective in improving learners' vocabulary in a second language?
2. How do L2 learners perceive the use of machine translation tools in vocabulary learning?

Hypothesis 01: students will demonstrate a progress in vocabulary translation and usage after using Reverso application.

Hypothesis 02: students will exhibit enhanced attitudes toward machine translation tools after using Reverso application in a vocabulary task.

## Literature review

Vocabulary is one of the most important language areas. It represents the foundation of the language learning and use. As it plays a vital role in the educational setting, vocabulary has many strategies for teaching, including translation. For the recent years, with the great advancement of technology, machine translation started to be one of the main techniques of vocabulary acquisition due to its effectiveness in saving time and providing quick answers. However, the extensive use of machine translation tools without realization put their outputs under discussion facing potential challenges like lack of accuracy, meaning distortion, and cultural mis presentation. This review examines studies between 2020 and 2023, focusing on the effectiveness of machine translation for language learning. The objective of this review is to explore the existing literature and identify the main aspects of language learning related to machine translation, starting from translation quality for simple texts, proverbs and expressions, moving to its influence on writing and dependent learning, then the learners' practices, attitudes, and beliefs toward the use of machine translation for vocabulary learning.

The study of Ali M.A., 2020, *Quality and Machine Translation, an Evaluation of Online Machine Translation of English into Arabic Texts*, a comparison between three machine translations, (Google Translate, Microsoft Bing, and Ginger) products between English and Arabic texts considering fidelity and intelligibility. The method used is selecting an English text and its Arabic matching model. The English text was divided into 84 semantic parts. Comparing it into the Arabic model, the product was evaluated as correct or incorrect depending on the fidelity and intelligibility, integrating a quantitative process counting the errors and their percentage. Findings showed that these applications are effective for giving an overview of the source text. However, when it comes to deep understanding of the text, machine translation is in need to post-editing process for more accurate understanding of the Arabic output.

Jibreel (2023), evaluated the efficiency of online machine translation in translating fixed expressions and proverbs between English and Arabic. Several MT tools were under study through different types of translation including communicative, semantic, and literal. In order to identify the potential errors made by these tools and their types. 15 English and 15 Arabic proverbs have been chosen from the *Dictionary of Common English Proverbs Translated and Explained* by Attia (2004), besides adopting Newmark's *Taxonomy of Translation Methods* (1988). The data was analyzed using Kruskal-Wallis Test, Chi-square, and Descriptive Analysis. The findings revealed that the types of translation produced by these apps, Google, Reverso,

Yandex, systran, and Bing, are divergently classified. Bing gives the most appropriate translation, giving communicative proverbial equivalents, while Google and Bing give the same functionality in providing semantic translation. Yandex provides the lowest effectiveness among the five translation tools. MT tools' errors vary mainly in giving wrong structure, word choice, and meaning deviation.

Cancio et al (2021), assessed the impact of Google Translate on L2 writing quality measures. This study aimed to evaluate high school students' writing production with the use of GT. 61 students were randomly divided into three groups:(GT without instruction, GT with instruction, and no GT group). Their productions were assessed according to their length, syntactic complexity and accuracy. The findings indicated that the accuracy and syntactic complexity of the groups who had access to the GT were more increased in comparison to those who had not. This result puts the potential benefits of GT under discussion to be integrated as a learning tool.

Nino (2020), explored the use of online machine translation for independent language learning. Language learners' perceptions toward the benefits and challenges of online translation outputs were the main aims of this paper, besides their experience in vocabulary acquisition and written production, examining the learners' opinions. 37 university students studying different languages were the sample of the study. A mixed qualitative and quantitative method was adopted to analyze students' perceptions. Findings revealed the effectiveness of OMT as a helpful tool for independent language learning in the text-to-text side, including writing and vocabulary. In contrast, the less development of voice OMT would make it less effective than text-to-text.

Benhima et al (2021), examined English language learners' use of translation and attitudes toward learning vocabulary. The main purpose of this study is to clarify what the English language learners think of translation as a technique of acquiring vocabulary in the target language. An online survey presenting the quantitative method and a focus group presenting a qualitative method were conducted to identify the learners' attitudes. The results demonstrated the different opinions of the learners toward learning vocabulary using translation among many other techniques. Yet, they prefer using techniques explaining ambiguous words by their educators, like guessing from the context, using bilingual dictionaries, and watching videos with subtitles rather than translation

Lamis Omar (2021), investigated the use and abuse of machine translation in vocabulary acquisition among L2 Arabic-speaking learners. She intended to examine the significance of machine translation in classrooms and the outcomes of its usage for vocabulary acquisition. A mixed method of qualitative and quantitative approaches was implemented to test students' skills for answering vocabulary questions associated with the use of online translators. The results showed that the students may encounter challenges like lexical order errors that translation models could commit and non-logical arrangements of words in specific order, besides the lack of context in real-life communication, which may mislead the students to express ideas effectively. Furthermore, the results confirmed that online translators could not serve as an ideal solution for vocabulary acquisition difficulties, except if it is accompanied by higher metacognitive strategies like critical thinking and using words in context.

Tuilan et al (2023), highlighted students' attitudes and beliefs toward online machine translation in language learning. Using a qualitative approach, the findings indicate that the use of machine translation enhances the language learning process according to the students' perspectives. However, the extensive use of machine translation tools may cause increased independence to these tools that hinder the students' competency and self-reliance. Findings also show that the students use online machine translation tools bearing in mind their potential disadvantages. The role of OMT in the classroom is crucial when it is integrated effectively by the teachers.

While some of the previous studies explored the effectiveness of machine translation tools in different aspects of language and others explored students' attitudes and beliefs toward its use. Some cases indicated overemphasis on translation accuracy rather than students' use. In addition, the focus on vocabulary learning was limited. Besides, most studies focused on tools such as Google Translate, while tools such as Reverso were rarely examined especially in the context of vocabulary learning and classroom integration. Furthermore, some studies examined students' attitudes through surveys and general feedback without incorporation with the performance data. Therefore, this research seeks to evaluate the effectiveness of Reverso application on vocabulary learning in which it offers both performance and perceptions insights. Thus, it contributes to a more in-depth understanding of the influence of machine translation tools on vocabulary development in EFL context.

## **Research Methods**

A comparative qualitative approach was employed to examine the influence of machine translation tools, in particular, Reverso context application on vocabulary development of M1 Arab-Algerian EFL learners, and to identify the main patterns and issues during the pre-task performance and the post-task performance. The qualitative data was gathered through a task consisting of two stages. The first stage is the pre-task in which the students are required to translate 18 Arabic expressions and use them in meaningful sentences without the use of machine translation tools. Afterward, the post-task in which they were required to translate the same 18 Arabic expressions but with the assistance of Reverso context application followed by a focus group session with a semi structured format in which students expressed their experiences of the pre-task and the post-task. This research design aligns with the aims which are exploring the impact of machine translation tools on vocabulary learning and the students' perceptions toward the use of machine translation for lexical growth.

## **Structure of the Dissertation**

The present study consists of two main chapters, one theoretical and one practical. The theoretical chapter encompasses the vocabulary definition and different aspects of vocabulary learning. Furthermore, this chapter explores the types of vocabulary and its importance on language recognition and use. In addition, it addresses the strategies of teaching vocabulary including the classic strategies as guessing from context and translation, besides advanced strategies such as computer-assisted language learning tools, for instance: Anki and Quizlet applications. This chapter also focuses on machine translation by highlighting the historical background along with its benefits and challenges in education. Meanwhile, the practical chapter deals with research design and setting, population and sampling, research instruments. Moreover, it covers the data collection process and data analysis process followed by ethical considerations. Concluding with the limitations of the study.

Chapter One:  
An overview on  
vocabulary Learning  
and machine  
translation

## 1.1. Introduction

The process of learning a second language is an intricate endeavor where learners seek to assimilate the structural and functional aspects of the target language. It has long been assumed that second language acquisition is in essence a process of acquiring lexical items and mastering syntactic rules. While this view has been challenged by recent paradigms, the importance of vocabulary is still such that language teaching models emphasize the need for interactive and contextually integrated methods for teaching it. In view of that, the present chapter offers a theoretical discussion of vocabulary diving into its definition, aspects, importance, and challenges. Moreover, vocabulary teaching strategies involving classical and up-to-date strategies, shifting into machine translation, its history moving to its benefits and challenges.

## 1.2. The aspects of vocabulary learning

Vocabulary can be defined as the knowledge of words and word meaning, Diamond and (Gutlohn 2006, as cited in M. ALQAHTANI,2015), it is acknowledged that vocabulary is the stock of words found in a language used to communicate and express ideas effectively in the written and spoken forms. (Ur ,1998) states that vocabulary is the words taught in a foreign or a second language. It can be more than just one word, expressing a single idea. For example, “policeman”,” grandson”. They are referred to as vocabulary items rather than words. In addition to the individual lexical items, vocabulary entails multi-word expressions and collocations, idioms, and formulaic language in the context of second language learning. These fixed and semi-fixed expressions can also be culturally bound and carry a meaning that may not be apparent from the meaning of the individual words. According to some scholars, vocabulary has several aspects:

### 1.2.1. Word Meaning

Introducing words' meanings to the learners is essential for learning vocabulary. However, it is important to highlight that a single word may have different meanings used in various contexts. The teacher could use strategies to clarify the words' meanings, such as using dictionaries and guided discovery, (Lado as cited in N. Lestari,2015).

### 1.2.2. Spelling and pronunciation

Being able to recognize the word's spelling is important in learning vocabulary as it helps for reading comprehension and the connection between letters and sounds. In some

cases, certain words may have different spellings due to English language varieties as observed in British and American English spelling variations. For instance, British English uses the word “color” while American English uses the word “colour”. These differences are because of the variations of English used in different places, (Nations ,1990). English sound spelling system is various. In other words, there are sounds which are pronounced but not written, for instance pleasure is pronounced /'plɛʒ. ə/, The ʒ sound in pronounced but not written. On the other hand, there are sounds that are written but not pronounced (silent letters) like knife (/naɪf/), Debt (/dɛt/). “Pronunciation is the way in which a particular person pronounces the words of language” (Hornby, 2006). Referring to the word pronunciation, most of the words have one way to be pronounced. However, there are particular words which have more than one pronunciation, like the word “live”, as a verb, it is pronounced as /lɪv/, for example: I live in Paris, as an adjective it is pronounced as /laɪv/, for example: This is a live performance. Pronunciation of English words can be challenging because of the distinction between how it is pronounced and how it is spelled like the word “Pharmacy”, it is spelled with “ph”. However. It is pronounced as /'fɑ:rməsi/ where ph sounds like "f."

### 1.2.3. Word class

Word class is the classification of words. They are also called parts of speech, they include nouns, verbs, adjectives, pronouns, and conjunctions. They are categorized based on their functions in the language. It is worth mentioning that it is important for the students to learn these parts of speech to master the language use. (Hatch and Brown ,1995), because of some phonological features such as stress which is directly influenced by the morphological category of the word. For example: The word "comment" can function as both a noun and a verb based on the stress, "Comment" as a Noun: COMment → /'kɒm.ent/ (stress on the first syllable). However, "Comment" as a Verb: comMENT → /kə'ment/ (stress on the second syllable).

### 1.2.4. Word use

It indicates the application of words and phrases in the language, including grammar, syntax, and word choice, for example, the word “run” has different meanings according to the context. The first one, to run, means to move fast. For example, she runs quickly. The second one means to manage. For example, they run business. Word use is about appropriately and meaningfully using a language. (Mardianawati ,2012)

## Types of Vocabulary

There are two main types of vocabulary: receptive and productive. Receptive vocabulary is the words that the students recognize while reading or listening, but they do not use them for communication or writing (Webb, 2009). For example, a learner encounters the word “meticulous” while reading a text, they may understand that it means being very careful and precise, because they recognize it in context. However, when asked to describe someone's behavior, they might not recall or use the word meticulous in their own speech or writing. Instead, they might use words like careful or detailed. On the other hand, productive vocabulary is the words which can be understood, well pronounced and used constructively while speaking and writing (Webb, 2005). As a result, receptive vocabulary can be referred to as a passive process owing to the fact that it is recognized or understood during reading and listening without the ability to recall them for output. In contrast, productive vocabulary is actively processed in which the learners retrieve the words in speaking and writing mainly for constructing sentences and expressing ideas.

### 1.3. Importance of Vocabulary

Many studies indicate the motive behind the importance of vocabulary. (Schmitt, 2000) highlighted that lexicon familiarity is a fundamental aspect that aids the learners in their second language acquisition, leading to effective communication and language use. The large size of vocabulary enables learners to express their ideas and emotions freely, which strengthen their communicative and speaking competency. The more students know words, the better they would understand a language. Through the process of knowing more words, it becomes easier for the students to grasp information and understand texts. (Krashen, 1993) stated that “When students travel, they carry dictionaries, not grammar books”; that is to say, vocabulary learning is more important than grammar learning because producing grammatical sentences might not be recognized when the lack of the needed vocabulary hinders the transmission of the meanings that one wishes to express. (Wilkins, 1972) stated that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”, this points out to the fact that vocabulary items have more bearing on the communicative content of language than does grammar.

The relationship between vocabulary and language use is complementary. Vocabulary is the key for skillful use of words and clear articulation of ideas, while language use is helpful in enhancing vocabulary knowledge (Nation, 2001). Furthermore, vocabulary learning plays a

vital role in the formation of language learning in which it affects its core basic skills (listening, speaking, reading, and writing). (Nation 2011).

Vocabulary knowledge plays a vital role in improving listening comprehension. According to (Buck et al, 2001 as cited in Luo, Song, Wan, and Zhang ,2021) the listening recognition process depends on two major knowledge bases. The first one is linguistic base, including phonological, lexical, syntactic, semantic, or pragmatic knowledge, indicating understanding sound, words, grammar, and meaning. The second one is non-linguistic base, in which learners understand the spoken input using background knowledge of a context or a topic. The learners use their vocabulary knowledge to recognize spoken language through two main strategies, bottom-up and top-down processing. They begin with the bottom-up strategy by comprehending individual words and sounds to build a meaning, which leads to top-down processing that aids them to use their prior knowledge to interpret the message. (Shohamy and Inbar, 1991) state that “on top of word recognition, many factors affect L2 listening comprehension, including text type”, this indicates that large size of vocabulary helps learners grasp different types of spoken language, for instance a conversation with friends or a lecture provided by a teacher. Without a strong vocabulary, listeners may struggle to achieve certain listening goals like understanding words and their meanings besides following the flow of speech.

Speaking skills are remarkably affected by vocabulary knowledge. For many speaking purposes, like conversation, debate, and speech, speaking allows us to express our opinions, ideas, emotions, clarify information, and develop our relationships. Learners with vocabulary mastery can easily achieve those purposes by choosing the appropriate vocabulary in different contexts. In contrast, the lack of the needed vocabulary may lead the learners to struggle in finding the right words to say. Hodges (as cited in Dano, Waris, and Komariah ,2022) stated that vocabulary contributes to communicative skills. Vocabulary is a key component in communication as it has an important speaking aspect. The communicative competence is primarily built on the base of vocabulary knowledge.

Furthermore, vocabulary and reading are complementary, as readers need to master a wide range of vocabulary in order to understand a given text. They cannot understand what they are reading if they do not recognize the words' meanings. Besides the importance of words' meaning in different contexts, vocabulary mastery facilitates the recognition of words' sounds. (Hirsch, 2003) states that vocabulary knowledge is crucial in reading comprehension and determining how good the students are in comprehending the text. This indicates that

vocabulary knowledge has a huge influence on reading comprehension which leads to the engagement of the readers with the material. Ultimately, vocabulary mastery significantly affects the writing skill as it enables the learners to express their ideas efficiently. With a sufficient stock of vocabularies, students are skillful to write about different topics and contexts and become more proficient in their own choices of words and expressions. In writing, the writer does not only consider the ideas expressed but also should consider the correct use of vocabularies to convey the message correctly and accurately. The size of vocabulary indicates how clear and appropriate our pieces of writing would be for the readers. The importance of vocabulary aligns with the ability of writing; vocabulary mastery contributes to the development of the writing skill.

#### **1.4. Challenges of teaching vocabulary**

Teaching vocabulary is not a simple straightforward process of memorizing words and word meanings. Rather, it is a cognitively demanding task that requires learners to actively make association and recall contextual disparities in the use of various lexical items. Therefore, it is conceivable that learning and teaching vocabulary becomes a challenging and tedious endeavor. According to Suardi and Sakti (2019), teachers encounter challenges while teaching vocabulary including:

##### **1.4.1. Challenges in Material Selection**

Many teachers struggle to find the appropriate material or selecting the kinds of vocabulary to be taught. Some teachers express the difficulty of the teaching vocabulary by considering the wide range of vocabulary in English which is hundreds of thousands of words. Yet, native speakers use only 5,000 in their daily conversations. Therefore, before teaching vocabulary, teachers have to reflect on the students' need to choose the kinds of vocabulary to be taught. By considering students' needs, there are also other challenges that hinder the teaching process, namely students' abilities. That is to say that the level of the students' vocabulary knowledge varies, there are words which are understood by some students, but some of them are not. In this case, the teachers struggle to select the kinds of vocabulary to teach and the material to use, since both of them are essential in the teaching and learning process that can develop their competence. For example, teaching vocabularies about astronomy. Here, the teacher may face a challenge in choosing the right vocabulary. Some students may already know about terms like supernova and astrobiology, while others have knowledge about only simple

terms like moon, sun, and sky. This indicates the varying proficiency levels which is challenging in teaching vocabulary.

#### **1.4.2. Difficulty in Building Familiarity**

Teaching vocabulary can be difficult because of some student-related factors. Teachers highlighted that whatever technique used to explain vocabularies, there are factors that negatively influence the learning process. This involves limited ability in understanding new words. Students get distracted and noisy, which reflects the lack of interest which leads to a disengaging classroom atmosphere that prevents students from paying attention during vocabulary explanation. Moreover, students being passive throughout the learning process is one of the major problems that most of the teachers face. In a classroom setting, the teacher explains new words by writing them on the board and introducing their meanings. However, some students struggle to grasp the meaning while others are having conversations with their classmates in addition to other students who are uninterested and did not engage with the lesson. The teacher tries to face obstacles of managing the classroom and use more effective techniques to clarify the meaning. When he or she asks to use the words in sentences, only a few students participate and the others remain passive, which points out the failure of the explanation.

#### **1.4.3. Difficulty in Reviewing Students' Vocabulary**

In the assessment stage, reviewing and evaluating students' vocabulary knowledge involves several issues. For instance, cheating during assessments or getting in a side conversation to look for the meaning. These attitudes align with the lack of understanding of vocabulary being tested. In other words, students do not know the answer of questions and struggle to provide an appropriate response or meaning. In addition, many students lack the focus during evaluations or get passive when asked about using words. This also indicates that they haven't fully grasped the vocabularies taught. When a teacher conducts a vocabulary quiz in a classroom, as the students start answering, two students are whispering to each other looking for the meaning of a given word, which indicates the lack of understanding of the words. This disruptive behavior doesn't only distract the students, but also it prevents the teacher from evaluating each student's vocabulary knowledge properly.

## **1.6. Strategies of teaching vocabulary**

Teaching words is central in language learning as languages are based on words. Thornbury (2002, as cited in M. ALQAHTANI,2015), That is to say that teaching vocabulary is the basic aspect of teaching a foreign language. Both students and teachers agree upon the crucial role of vocabularies in forming the language. Therefore, using effective strategies for teaching vocabulary is crucial in which teachers need to form an instructional emphasis on word learning in order to gain satisfying results. It involves traditional methods like direct instruction and contextual learning, in addition to more modern methods such as computer-assisted language learning that aligns with the exposure of technology nowadays. Effective strategies help learners to promote long-term retention, making it easier to apply vocabulary in both written and spoken language. This section explores various vocabulary teaching strategies beginning with the traditional approach.

### **1.6.1. Traditional strategies of teaching vocabulary**

The traditional strategies of teaching vocabulary include:

#### **1.6.1.1. Mime, Expressions, and Gestures**

Mime, expressions, and gestures are effective strategies for teaching a foreign language as it facilitates the recognition of new words without the use of native language. There are many words that can be expressed through mime and gestures. For example, abstract words like “happy” or “angry” or concrete words like “glasses”. (Gullberg, 2008) highlighted the importance of mime and gestures as strategies for L2 acquisition. In addition to (Sime, 2001), (Hauge, 1999) who emphasized their effectiveness especially with young learners and beginners. Teaching through gestures enhances classroom management and aids at capturing students' attention. (Tellier, 2007) shows that these strategies help with the classroom management as teachers use particular signals to start or end an activity, to ask questions, request silence, or get students' attention without speaking like clapping. Furthermore, they are useful for evaluation, indicating correct and wrong answers like thumbs up for correct answers or moving the head from side to side to signal disagreement or mistake. Most importantly, mime and gestures facilitate the explanation and help learners to recognize vocabulary. For instance, introducing the word “write”, the teacher pretends to write using an invisible pen to demonstrate its meaning to reinforce the relationship between the word and the action. Moreover, (Klippel,

1994) points out the role of gestures, mime, and facial expressions on communication alongside with the word recognition in which students understand words while reading passages. Teaching using gestures can also help with the speaking activity because by using gestures alongside with words, students gain confidence while speaking as the physical action supports their verbal expression. gestures fill the gap between recognition and expression in order to make it easier for students to understand words' meanings and use them appropriately. It's worth mentioning that mime, gestures, and expressions are effective on vocabulary learning and retention. According to (Tellier, 2008), teachers who use gestures as a teaching strategy emphasize its effectiveness on students' memorization of new lexicon. Many of them can recall the word easily if the teacher produces a gesture associated with the word while explaining. For young students, they reproduce the gesture spontaneously while saying the word which reveals the importance of gestures on the teaching and learning process.

#### **1.6.1.2. Guessing from Context**

It is a widely recognized strategy that helps learners to deal with unfamiliar words using their own intellectual abilities. Many specialists, including (Dubin, 1993), emphasized the importance of this strategy as it allows learners to develop an independent vocabulary acquisition skill. (Nation and Coady, 1988) demonstrate that there are two types of contexts. The first type is context within the text. It covers the morphological, syntactic, and semantic clues of the word or surrounding the word. For example, the boy was famished after playing football so he ate a big meal. Even if the word “famished” seems to be unknown, the phrase “ate a big meal” indicates the suggestion of the meaning very hungry. The second type is general or non-textual context, which is the previous knowledge of the subject being read. Learning from context is not limited to extensive reading. Learners can also acquire vocabulary through listening to spoken language like stories, TV, radio, or films, in addition to participating in a conversation where new words are used. In order to effectively guess from the context, there should be four elements to be present, namely the reader, the text, the unknown words, and the clues in the text with some knowledge about guessing. The absence of one of them can hinder the process. Guessing from context is an effective strategy that enables learners to build up their self-confidence since it encourages them to guess the meaning of words on their own, (Walters, 2004)

### **1.6.1.3. Translation**

Translation could be a passive strategy that doesn't require learners to actively think of a word meaning, (Cameron, 2001). However, in given situations, it is the best strategy to be used. For instance, it is helpful for clarifying incidental vocabularies which students encounter while reading a passage as it provides quick explanation to unknown words, (Thornbury, 2002). Additionally, checking students' understanding of words can be done by translation to ensure that students have recognized the word correctly. For example, a teacher asks his students what does “passion” mean in your native language, if their answers were correct, this means they well grasped the meaning. Furthermore, using translation is effective when comparing between the target language and the native language in order to prevent learners' potential errors as some phrases and structures differ from one language to another (Takač, 2008). As well as there are some words that are best clarified using translation, mainly abstract words like “freedom” and honesty, which are difficult to be explained by gestures or context, so translation provides a quick and clear solution.

#### **1.6.1.3.1. The grammar translation method**

It is also known as the traditional method. This method is an old method of teaching grammar and vocabulary. It was initially used to teach Greek and Latin languages in given countries. GTM was widely used in 1840s as it dominated the European and foreign language teaching. By being modified gradually, GTM method is still used in some parts of the world today. (HI. Usman, 2015, as cited in Richards and Rodgers, 1993: 4).

##### **1.6.1.3.1.1. Characteristics of GTM**

- A. The goal of studying a foreign language is to read and understand its literature in a way that enables students to read books and academic texts and learn advanced vocabulary and complex sentence structure. GTM focuses on analyzing grammar and translating literary works in order to develop the mental discipline and the intellectual abilities of the learners who are required to analyze sentence structures and apply grammar rules precisely which leads to the improvement of their grammar and translation skills by using logic and critical thinking. The grammar translation method is a way of learning a foreign language by analyzing its grammar rules and applying this knowledge by translating sentences and texts into the target or the native language. Therefore, it goes beyond only memorization or rules and facts to understand the morphology and syntax of the foreign language.

- B. The GTM focuses on improving reading and writing skills in which students read texts and write their translations. However, speaking and listening skills are not crucial in this method.
- C. Concerning vocabulary, the words to be learned are selected from the texts used and taught through several techniques like bilingual wordlists, dictionary, and memorization. In lessons presented through GTM, bilingual word lists are given to students to write and read aloud. Additionally, students are required to discover meanings of the words using dictionaries. For instance, the word “book” in French can mean “livre” as a noun, and “réserver” as a verb, which enables the students to recognize the meanings of the words in different contexts. Eventually, there is a translation exercise to be prescribed.
- D. The GTM emphasizes the importance of sentences in teaching rather than individual words which means that students learn the language by translating sentences from the target language to their native language or vice versa. Grammar rules are also taught through sentence translation so students learn rules and sentence structures at the same time. The reason behind the importance of sentences is that previously, language was taught using full texts and grammar from books which was difficult for beginners. As a solution, teaching one sentence at a time facilitated the learning process instead of struggling with long texts.
- E. Accuracy is one of the most essential aspects of the language learning. Students are required to translate texts and sentences with no room for errors following strict grammar rules. The role of accuracy was highly valued in past educational systems because language learning was seen as a discipline that requires mental efforts. As for examinations, they were also strict that students have to prove their translation skills in order to pass.
- F. Grammar rules in GTM are taught deductively which means that students learn grammar rules then apply them in the translation task. Grammar rules are initially presented by the teacher to ensure that students understand them. After that, they apply these rules by translating sentences from one language to another. For example, the teacher explains the rule of past simple tense in English by adding ed at the end of regular verbs like the verb play is transformed into played. Students then apply the rule by translating sentences, for instance, in English: she played the piano yesterday, in

French: elle a joué du piano hier. Grammar in this method is taught in a logical order to build students' understanding.

- G. The student's native language is used as a medium of instruction. The teacher uses the source language to introduce new items and make comparisons between the foreign language and the student's native language.

#### **1.6.1.3.1.2. Steps for presenting materials through GTM**

- A. Providing an explanation about the grammar rules deductively, for example, explaining then applying the rules.
- B. Translating sentences and texts in and out the target language. The texts are taken from literary works which have rich and complex vocabulary and sentences.
- C. Vocabulary is taught in isolation through word lists.
- D. The teacher assigns a homework from a literary book for the students in order to prepare for the next presentation. This ensures that students practice translation and memorization outside the classroom.

#### **1.6.1.3.1.3. Techniques of teaching vocabulary using GTM**

According to Adrian Doff (1988), there are several techniques of teaching vocabulary in GTM which follow a structured approach and focus on translation, memorization, and repetition. These techniques include:

- A. The teacher says the word clearly and writes it on the board so that the students recognize the pronunciation and the spelling of the word. For example, the teacher writes house on the board and says listen house.
- B. The teacher asks the class to repeat the word in chorus multiple times which encourages auditory learning. For instance, the teacher says repeat after me house and the whole students repeat the word.
- C. Translating the word into the student's native language to ensure understanding. As an example, the teacher says house in Arabic is منزل.

- D. After giving them the direct translation, the students are required to translate the word themselves into the target and the native languages. To illustrate, the teacher asks the students, how do we say "منزل" in English? The students answer, House.
- E. If the word introduced is concrete, the teacher may draw a picture or show an image to demonstrate the meaning for the word house. The teacher can draw a house on the board or show a flashcard. This technique is useful for visual learners since they like to associate words with images.
- F. The teacher provides an example that includes the word in order to show how the word is used, so students can see the word usage in context. For example, My house is big. This also shows the grammar structure along with vocabulary.
- G. 7 The teacher asks questions where students must use words in response. For instance, how big is your house? The students answer by saying, my house is small with beautiful garden. This aids the students to apply the vocabulary learned.

#### **1.6.1.3.1.4. The Advantages and disadvantages of Grammar Translation Method**

According to (Tarigan, 1991), every method in use has its advantages and disadvantages. This what every teacher should pay attention to during the teaching process. Concerning GTM, it has some advantages that help the students to gain efficient linguistic knowledge. Namely :

- A. the teacher has the ability to teach large classes easily.
- B. teachers with limited speaking fluency are able to deal with the lessons provided.
- C. GTM is useful for different linguistic levels, elementary, intermediate, and advanced. For elementary level students are introduced to simple vocabulary and sentence structures through word lists and direct translation. On top of that, intermediate level students deal with more complex and longer texts. Eventually, advanced level students work on literary books with rich and complex vocabulary to analyze sentence structure and meaning in them.

(Nababan, 1993) also provided advantages that are different from those given by Tarigan. These advantages consist of:

- A. Developing student translation skills from or to the target language.

- B. The students memorize well the grammatical rules of the target language that are introduced in their source language.

While GTM has several advantages, it also has several challenges that affect the learning and teaching process. These advantages include:

- A. The grammar translation method focuses on sentence structure, grammar rules, and translation exercises separately, without considering their use in real-life situations, which means that students do not develop their fluency. For example, students learn a list of words related to the market, like buy, sell, price, however they do not practice using them in a conversation.
- B. Since GTM focuses on reading and writing, that is difficult for beginners who do not have strong literacy skills, like children who are learning English may struggle of reading and translating sentences. Additionally, people who aim at learning English for communication, like immigrants and tourists, may not benefit from memorizing grammar rules rather than practical phrases, like can you show me the way to the museum?
- C. The grammar rules are easy for teachers but difficult for students. That is to say that teachers explain grammar rules and students apply them in a translation task. Here, the students might memorize the rule but they do not understand when to apply them in real life.
- D. Translating sentences by sentence confuses the students to grasp the overall meaning of the literary work. As an example, a student translates the sentence, he took the ball by the horns. Direct translation could be understanding the meaning of grabbing an actual instead of understanding it as he faced the problem bravely.
- E. The literary works used in GTM contain complex vocabulary and poetic language which are not used in daily life. That it could be not useful for communication.
- F. Most grammar rules taught through GTM focus on textbook rules which may not reflect how people actually speak. For instance, a formal rule indicates saying whom did you see did you meet in the party, while in daily conversation people say who did you see in the party.
- G. GTM teachers teach the students about the language, like its grammar, structure and translation, yet it neglects its use in context. Students who learned the present simple

tense by GTM, like I go, she goes, we go, may struggle of answering a question like where are you going because they did not practice to use the language in a conversation.

### **1.7.1. Computer-assisted Vocabulary learning**

In broad term, it may be defined as “any process in which a learner uses a computer and as a result improves his or her language”, (Beatty, 2003). This definition highlights the flexibility of CALL as it includes various digital tools and activities to facilitate the language learning. Learners can use interactive software, mobile devices, and online classes to enhance their language proficiency.

Since the early development of CALL, vocabulary learning has been one of the most language aspects of interest, so computer-assisted vocabulary instruction is a subsequent of CALL that deals with the vocabulary acquisition. It focuses on using digital tools and computer-based learning to facilitate language learning and teaching. Through flashcard software, online dictionaries, and spaced repetition systems, learners can improve their word knowledge effectively. For example, flashcard applications like Quizlet reinforce vocabulary retention by integrating videos, audios, and images. It also enables learners to engage and entertain while learning using word-matching games.

In addition to flashcard activities, machine translation tools like Reverso provides authentic knowledge through words and sentences to deepen contextualized understanding and comparing word meaning between L1 and L2. Moreover, CAVI tools consider personalized learning by allowing learners to track their progress as found in Duolingo app which uses quizzes and achievement badges to enable learners to monitor their vocabulary growth. Learners can also receive immediate feedback when answering a vocabulary exercise incorrectly. Quizlet app's system immediately shows the correct answer when the learner selects a wrong meaning of a word, ensuring that mistakes are addressed in real time. There are some alternatives of computer assisted vocabulary learning including:

#### **1.7.1.1. Anki application**

It is a flashcard app designed to facilitate and engage learners to acquire information through systematic repetition. This app can be used to learn a language, mainly vocabulary. It ensures memorization of words by repetition and provides advanced features like sound playback, image insertion, and reviewing material at the student's convenience. The flashcard-

based learning as found in Anki app encourages students' engagement besides delivering a lively and interesting learning experience.

The first launch of Anki app is in 2006. It is designed mainly to create flashcards and teach vocabulary through spaced repetition to make the learning and retention more effective, (Levy et al, 2023). Anki app offers four primary versions, Anki Desktop, a free software which has all the necessary features on the computer, Anki Web is an online version that allows learners to access their flashcards. However, its features are limited and needs to be used alongside the desktop version. Another version, Anki Mobile, is a paid version for IOS platform, while the Anki Droid version, which is designed by Android users, is free and involves similar features compared with the desktop version, (Nguyen, 2021) stated that Anki app is a tool of vocabulary learning and memorization in various languages, mainly English. The users of this app are able to create their own flashcards that they want to memorize. It uses color-coded system to determine students' level of words' mastery. The red color that says "fail" demonstrates not recalling the word and the need to memorize it again. The orange color indicates that the word is hard to retain but quite memorized. The blue color "good" means the students remember the word fairly well yet need a review. The green one indicates that the color is easy and fully memorized, (Lê Ngọc et al, 2021).

Therefore, the app system determines the frequency of reviewing the word based on students' retention. The results of the study "the implementation of Anki app to improve students' vocabulary mastery" done by Mujahidah.N et al, have shown that Anki app is effective in learning vocabulary. It was observed that the students' level has improved after using the app compared to their level before using it as their score after being given the treatment is higher than the score on the pre-test. The average value of the pre-test and the post-test showed a development. The average value of the pre-test was 26.6 while the average value of the post-test was 68.4. This result emphasizes the effectiveness of Anki app which is known for its vocabulary- building features."

### **1.7.1.2. Quizlet**

Quizlet is an application that provides its users benefits for teaching and learning. It was launched first on October 25 by Andrew Sutherland and became available to the public in January 2007. (Nation, 2016) said: "thanks to flashcards from Quizlet, learners improve their knowledge". By using this app, students can practice, memorize, and learn words and meanings. Quizlet serves as one of the best methods that maintain classroom engagement as it offers a

game-based learning approach. (Nation, 2001) stated that Quizlet includes digital flashcards, matching games, electronic practice tests, and live quizzes. Students who use Quizlet are able to build up their knowledge through learning, writing, spelling, and matching the words and meanings. They can also assess their improvement through multiple choice and writing-based questions which are ranked from simple to complex. Therefore, they would memorize and master new vocabulary. Although this app has interesting aspects that serve the language acquisition, (Tanjung, 2020) highlighted its advantages and disadvantages: Quizlet app is easy to use and provides much and valuable information, Students can access the app on various devices such as computers and mobile devices where they can take notes, It includes a wide range of languages and designs courses based on the language chosen in which students easily select the intended language to learn. On the other hand, it requires internet access, and needs more cultural context, as well as teachers need to use the website to start a class as the app version doesn't include this feature. The discussion of the study “the impact of Quizlet on vocabulary improvement” reveals that the use of Quizlet as a method of learning vocabulary proves its effectiveness to enhance students' weakness in English. Furthermore, the students' and teachers' attitudes toward the use of Quizlet are favorable. The findings demonstrate that the more students practice their knowledge through Quizlet, the better outcomes will be. By building a strong base of vocabulary, students can engage in a discussion and communicate effectively in any given topic.

### 1.8.1. Machine Translation

Hutchins (1995) defined machine translation as “computerized systems responsible for the production of translations with or without human assistance”. In other words, it functions using algorithms and artificial intelligence to translate texts from a language to another without the need of human intervention. The emergence of machine translation increased the hope that the translation would be done automatically by a system that includes the necessary information as stated by (Hatim et al, 2004) “machine translation started out with the hope and expectations that most of the work of translation could be handled by a system which contained all the information we find in a standard paper bilingual dictionary”. However, the early challenge provided is raw translations, which refers to direct, word-by-word translation without considering grammar, context, or idiomatic expressions. This limitation turned the system to be an extension of the computer-assisted translation tool that involves systems to offer a structured translation, namely a human-assisted machine translation and a machine-assisted human translation. Since HAMT and MAHT overlap. They are put under a single term, which is

computer-assisted translation. CAT and MT are both used in the translation industry. However, they differ in terms of automation. MT is fully automatic, which translates texts with little or no human intervention. On the other hand, CAT assists human translators by breaking down the text into segments (phrases, sentences, or paragraphs), besides suggesting translations based on previous ones. So, the translator is able to use CAT tools for editing, managing, and storing translations for future use. Thus, the features provided by MT and CAT tools facilitate the translation process in addition to saving time and reducing effort.

### **1.8.1.1. The History of Machine Translation**

Machine translation and computer-assisted tools have gone through various stages and experiments to reach the position of facilitating the translation process efficiently and gain popularity. The history of machine translation is traced back to 1933, when Soviet scientist Peter Troitsky proposed the idea of MT by introducing a translating machine to the Academy of Sciences of the Union of Soviet Socialist Republics (USSR). He presented a simple invention that includes four cards in four different languages to represent words and their translations, a typewriter to input words that needed translation, and an old-fashioned film camera to store and process translation. His invention was considered useless and got rejected by the USSR. However, it laid the foundation for further development of MT after he passed away. In 1949, Warren Weaver offered the idea of translating texts using computers by segmenting them into smaller units in order to facilitate the translation process in a systematic way. Huchins highlighted the first successful MT presentation on 7 January 1954 through Georgetown experiment. Still, the carefully chosen sentences to be translated that avoid ambiguity remained impractical in which real-life language that could contain complex expressions like idioms and everyday conversation was an important issue. Following that, the development of machine translation has been in a state of stillness involving vain struggles. Therefore, the US ALPAC (Automatic Language Processing Advisory Committee) recommended improving dictionaries as it considered MT expensive, inaccurate, and unpromising. Thus, the development of machine translation resulted in the appearance of some approaches over time as following.

#### **1.8.1.1.1. Rule-based machine translation (1950s-1980s)**

It is one of the earliest approaches of machine translation that analyzes the structure of the source language and applies the translation based on the dictionaries and grammar rules in order to generate a target language text. This approach provides literal translation and struggles with idioms and complex language. For example, the idiom “it's raining cats and dogs”, could

be translated in French as “il pleut des chats et des chiens”, which is literal and far from the correct meaning. That is why it is replaced by other advanced approaches.

#### **1.8.1.1.2 Transfer-based machine translation**

This approach is more improved from rule-based machine translation because it considers the meaning rather than words. It uses bilingual dictionaries and analyzes grammar structure to reach a structured, meaningful translation and generate more accurate sentences in the target language. For instance, “the girl wears a dress”, the TBMT system starts analyzing the elements of the sentence, then it transfers the action and the grammar into an intermediate structure before generating the final output of the target language. It becomes “la fille porte une robe” in French. However, it still struggles with idioms and complex grammar rules, the idiom “splitting hairs”, which means arguing or worrying about unimportant details, can be translated as “couper les cheveux”. This indicates the limitation of transfer-based machine translation that needed further improvements.

#### **1.8.1.1.3. Interlingual Machine Translation (1990s)**

This approach translates the language by analyzing the meaning of the source language and converts it into an interlingua which is a meaning-based neutral representation. Then, it translates the interlingua into the target language. For example, the student writes his lesson. The interlingual machine translation starts by analyzing the meaning of the sentence to transfer it into an interlingua. Eventually, it generates the sentence into the target language, such as a التلميذ يكتب الدرس in Arabic. Although it offers beneficial translations, IMT faced a challenge of the need of linguists and programmers to design the interlingua extensively, which makes it impractical.

#### **1.8.1.1.4. Corpus-based machine translation (1990s-2000s)**

It focuses on using previously translated texts to translate new texts involving example-based translation and statistical machine translation to use parallel corpus in producing new translations. Still, it requires a large size of the data and struggles with rare words or new sentences which are not found in the corpus.

#### **1.8.1.1.5 Example-Based Machine Translation (1990s-2000s)**

It is a part of corpus-based machine translation that focuses on reusing previously translated sentences stored in parallel corpus in order to generate new translations. It is effective in handling idioms and expressions in addition to providing more natural language based on

real human translated examples. However, it requires large amounts of parallel examples to function well as it fails when no similar examples exist in the database.

### 1.8.1.1.6. Statistical Machine Translation (2000s-2010s)

This approach depends on statistical models and analyzing large bilingual databases to predict the most appropriate translation. For example, English sentence “I want to play football”, the SMT system looks for similar patterns in its large parallel corpus like “I want to play” becomes “أريد أن ألعب” in Arabic and “football” becomes “كرة القدم”. Therefore, the final translation is “أريد أن ألعب كرة القدم”. Statistical Machine Translation provides appropriate translations when it comes to phrases. However, it struggles with long texts because its translations may sound unnatural. Still, it was widely used in industry and marked a significant improvement.

### 1.8.1.1.7. Neural Machine Translation (2010s-Present)

It uses deep learning and artificial neural networks to analyze whole sentences and paragraphs before generating natural, fluent, and accurate translations. One of its key features is auto correction, that it is to say that after generating the target language output, it looks back to correct mistakes and ensure coherence. Thus, it became the most used approach in machine translation. Regardless its effectiveness, NMT faced challenges as it needs powerful computers and graphic processing units because neural networks require huge amounts of data quickly.

### 1.8.1.1.9. Hybrid Machine Translation (present)

It combines two or more approaches to produce the best quality of translation. In hybrid approach, approaches such as rule-based, statistical, and neural machine translation are used to ensure that each of them deals with a specific aspect of translation like grammar, vocabulary, and context. The outcome of the mixed approach offers a more accurate translation than individual approach, especially handling complex grammar and syntax. It has shown successful results in improving translation quality.

These approaches indicate the development of machine translation over time. They involve the strengths and challenges that have been encountered in alignment with their solutions in order to witness the importance of machine translation nowadays.

## 1.9 Benefits and challenges of machine translation

According to Mohammed D. et al (2020), the attitudes of students and teachers toward the implementation of machine translation is basically positive. They agree upon its usefulness and ease. Machine translation provides quick and advanced information and vocabulary that aids students on their translation work. They also tackle the advantages of access-free internet-based translation services. It is easy to utilize, includes simple features, as well as it is helpful in facilitating the translation process. In addition, in the light of students' responses, practicing translation through digital tools is beneficial in a way that it helps the students to identify and adjust mistakes produced by machine translation tools. This practice qualifies them to evaluate the translation of full-documents in the form of texts beside the output and information of MT, leading them to be aware of its potential limitations from a professional perspective. For instructors, they appreciate students' outputs based on the practice of evaluation and modification of translation through the assistance of MT, especially by reaching accuracy. So, they value the importance of MT in translation teaching. Many might be ready to study the integration of machine translation in lesson plans, examining its practicality in several stages, mainly pre-editing and post-editing, in addition to analyzing the quality of the output. In contrast, instructors express their concerns about the use of machine translation by the students, considering its negative influence when relying too much on MT tools' output, which lead them to learn wrong translations and keep using them. Furthermore, the full reliance on machine translation confuses students in terms of using wrong strategies of translation. For example, in cultural contexts, especially idioms, students who dependently use MT tools could not be aware of the right meaning of the input. Therefore, they could learn and reuse the outputs provided by machine translation without bearing in mind its potential errors. On the other hand, students who are aware of the proper techniques that human translators learn are highly expected to provide more meaningful translations. Moreover, MT outputs could be less accurate in a way that producing perfect translations are limited, which can deceive students, especially beginners, as they are not able to recognize its mistakes. Machine translation outputs can be complex or difficult to understand that it hinders the translation process since students cannot complete their work due to the lack of recognition. The flexibility of machine translation is less than in human translation as it cannot always cope with the cultural nuances and interpret meaning appropriately. Eventually, instructors and students value the role of machine translation in enhancing the translation process. Still, they look forward for better improvements shortly.

## **1.10 Conclusion**

Vocabulary learning is an indispensable aspect of language learning in a way that it influences the language use and recognition. In the view of this, it is crucial to consider the effective strategies for improving vocabulary learning. In this context, machine translation can stand as a practical way for acquiring new vocabulary. this chapter offers a comprehensive exploration of the key concepts of vocabulary learning. first exploring the aspects of vocabulary learning starting by particular definitions by giving Scholars moving forward to the importance of and challenges of vocabulary learning and teaching. furthermore, this chapter delves into the strategies of teaching vocabulary including traditional and advanced strategies focusing on machine translation presenting its history with the main approaches then it's benefits and challenges. the information of this chapter provides a foundation for examining the effectiveness of machine translation on vocabulary learning. the next chapter investigates the methodology used to examine the impact of machine translation tools.

Chapter Two:  
Research  
Methodology,  
Design, and Analysis

## 2.1. Introduction

This chapter aims at investigating the use of machine translation tools (reverso context application in particular) and its impact on vocabulary learning among master 1 students in English Language Teaching (ELT) in Algeria, Laghouat. It would go first into research design, population and sampling and research instruments. Then, it will demonstrate the data collection process through two stages, a pre-task and a post-task followed by focus group questions. As well as the data analysis method used, integrating the results with the discussion. It ends with the research methodology's limitations.

## 2.2 Research Design

This study consists of two stages for a qualitative comparative design. The first stage is a pre-task in which the students are required to translate certain Arabic expressions into English and use them in meaningful sentences without relying on AI. While the second stage is a post-task that the students need to translate the same Arabic expressions and use them in sentences with the assistance of reverso context application, in addition to focus group allowing the students to express their attitudes and opinions toward the use of reverso based on their experience. This design is helpful for the researcher to explore the translation selection and sentence construction before and after the use of reverso.

## 2.3. Research Setting

This research was conducted in Amar Thelidji university, this study took place in the department of English, language and letters faculty.

The data collection occurred during the second semester of the academic year 2024-2025, within traditional classroom environment where the students were physically present to complete the pre-task, the post-task and the focus group.

## 2.4. Population and Sampling:

The population for the study consisted of Master students at Amar Thelidji university department of English, language and letters faculty due to their academic maturity, educational background, means that they are suitable for examining the impact of technology-enhanced language learning since they were more likely to search for flexible and effective learning methods, such as mobile or computer-assisted apps.

Initially, civilization and literature students were excluded as Civilization includes explorations of cultural and historical contexts, while Literature involves analysis of literary texts. In addition, M2 ELT students were excluded because they were unavailable as they were focusing on preparing their dissertations.

Therefore, through purposive sampling technique, the sample consisted of Master 1 ELT students because they were relevant to the vocabulary acquisition and use of Reverso application research aims. This study focuses on English Language Teaching (ELT) because the principal interest of the research is in vocabulary development and in using technology to support language acquisition.

The sample consisted of 40 students that suited the purpose of the study. However, 23 of them because some of the students participated in the pre-task phase only. While others participated in the post-task only. Ultimately, the final sample consisted of 17 students who took part in both tasks.

### **2.5. Research Instruments**

The instruments used in this study are:

#### **2.5.1. Arabic Expression List**

A list of given Arabic expressions commonly used in formal Arabic; they are chosen for their frequent use in academic context. The aim is to assess students' ability in translating and using those expressions and deal with language differences when using English. These expressions also allowed to test the effectiveness of reverso application in finding the correct English meaning.

#### **2.5.2. Pre-Task Activity**

students were asked to translate the Arabic expressions into English and use them in sentences without using AI or digital translation tools.

It is pertinent to say that the pre-task, as well as the post-task, were based on multi-word expressions instead of single words. These multi-word expressions were integrated into vocabulary learning throughout this study because they represent learners' ability to comprehend and employ fixed or semi-fixed expressions of the Arabic language. Therefore, the tasks were set up to assess learners' ability to recognize word expressions in order to transfer and use phrase-level vocabulary in context.

### **2.5.3. Mobile Translation Application (Reverso)**

The translation application used in this study is Reverso Context Application. It is a multi-platform application powered by AI for translation and language learning, founded by Theo Hoffenberg from Reverso Technologies Inc. Reverso offers more than 15 languages, including Arabic, English, French, Chinese, and Spanish. The application includes several features such as contextual translation. Instead of single translation, it provides multiple translation options of the input in order to match the search criteria, in addition to the example sentences for more contextual clarification. Moreover, Reverso offers synonyms, definitions, spell checkers, and conjugation tools. When the user inserts a text, Reverso provides several translations to choose the most suitable translation based on the needs alongside examples to provide clear context. The user can also find definitions and alternatives to the input and practice its pronunciation. In Reverso application, there is a conjugation tool that allows users to find verb conjugations in different tenses. Using spaced repetition system, the application ensures vocabulary learning and memorization through flashcards and quizzes. This app was chosen in the study because of its advanced features compared to basic translation tools which provide only one-to-one translation.

### **2.5.4. Post-Task Activity**

Post-task: students were required to translate the same Arabic expressions. However, students were instructed to use reverso to construct English sentences.

### **2.5.5. Focus Group Discussion**

A semi-structured focus group was designed allowing students to express their perceptions and opinions toward the use of reverso application. This took place after they had experienced a translation task one completed without the app and one completed with its assistance.

## **2.6. Data Collection Process**

The data collection process consisted of two main stages: First, a pre-task was conducted with clear instructions prohibiting any AI assistance in order to translate 18 Arabic expressions and apply them in meaningful sentences. After completing, papers were collected and analyzed. Then, a brief description of reverso application was provided before distributing the post-task. Afterward, students used reverso in order to translate the same Arabic expressions and incorporate them into sentences. Finally, all responses were collected for analysis.

## 2.7. Data Analysis Process

The first step in the data analysis process was analyzing pre-task responses expression by expression to discover patterns, appropriate and inappropriate usage in addition to structural issues. Subsequently, the post-task submissions were analyzed paper by paper, focusing on each student's performance and comparing it with the pre-task. Finally, the focus group responses were examined through thematic analysis identifying the main patterns within the qualitative data.

## 2.8. Ethical Considerations

The participation of the students was voluntary in which they were informed the study's academic purpose. In addition, anonymity was preserved by labeling papers with numbers

## 2.9. Limitations of the Study

The methodological limitation of this study is that not all students completed both the pre and the post-tasks. While 17 participants engaged in both tasks, 14 students participated only in the pre-task and another 9 students participated only in the post-task which affects the ability to draw direct comparisons. In addition, two of the collected papers were submitted without names. This lack of identification confused the researcher whether these papers belonged to student who did the pre-task or the post-task or both. Therefore, these papers could not be reliably included in comparisons across the tasks. Furthermore, some of the sentences included unreadable words which affected the clarity. Besides, other sentences were unnatural in grammar and sentence structure that introduced additional challenges to the process.

## 2.10. The Pre-task Comments

The task provided dealt with using Arabic expressions in English sentences. It aimed at exploring students' recognition and use of those expressions without utilizing any AI device. The task was simple and clear that students were required to use particular Arabic expressions to write English sentences and choose a context freely. This method was important in terms of evaluating students' linguistic competence and intercultural understanding.

For the first expression, “تسلط الضوء”, all the students provided translations except for one (paper 2). They wrote sentences with different translations, including “spot the light”, “spotlight”, “highlight”, and “shed light”. Some of the students offered well-structured sentences with full meanings. For example, the following are extracts from the students' papers:

- *We have to spot the light on the students' needs.*
- *This study highlights the use of Arabic in English writing.*
- *We spot the light on drug consumption.*

However, other sentences lacked clarity and structured phrasing, such as:

- *We spot the light on this phenomena.*
- *The teacher of methodology sheds light specific terms like cognitive, affective....*
- *This study highlights the role of teacher in classroom.*
- *The teacher spots the light on using AI in exams.*
- *The educational institution must spot the light on the reasons that make students not interested in their studies.*
- *The concept we should shed light on.*
- *It highlighted the fact that.*
- *Theory of ladness it shades the light on the idea that facts are interpreted through lens of prior knowledge.*
- *Spotlight are the main issues.*
- *The main purpose of religion is to shed the light upon the ones that are astray.*
- *Nowadays, AI is a vital topic that needs to be shaded light on.*
- *It is important to tackle this issue through shed lighting this phenomenon.*
- *Spot the light on previous studies.*
- *Spot the light on younger generation.*
- *It highlights the issue.*

There was a paper which provided only a translation of the expression without forming a sentence, for instance:

- *Light up.*

The previous translation was not related to the expression as other sentences such as:

- *Join the spotlight club.*
- *As a golden stripe, the light sheds through the trees.*

For the other expression “يتطرق إلى”, several papers offered accurate translations such as “tackle”, “dive into”, “discuss”, “talk about”, “delve into”, “and address”. The examples submitted by the students are:

- *Addressing the common society problems.*
- *The teacher will tackle the rest of the program.*
- *He delves into very important elements in his essay.*
- *He tackled important matters in the meeting.*
- *When tackling about art we talk about realistic movement.*
- *This task discusses the use of Arabic expressions in English sentences.*
- *We'd like to tackle teenage dreams.*
- *Must directly dive into that topic.*
- *You need to address the issue.*

Despite the fact that some of these sentences needed more accuracy, they do not neglect the overall meaning of the expression. In contrast, some of the sentences lacked accuracy in meaning. For instance:

- *The president point out the importance of protecting our environment.*
- *You must deal with the broken car.*
- *The teacher is going to explain.*
- *Get into the point directly, don't manipulate.*
- *Getting directly into the point helps the teacher to know the subject.*
- *Qualitative research delving into exploring complexities of human nature.*
- *The student is getting into explaining the exposé.*
- *He talks about the main causes.*
- *We are going to talk about that.*

Some of the answers demonstrated a comprehension of the expression yet they were not appropriately contextualized

- *addresses the study by email.*
- *the teacher addressing the solution to our society.*

One paper provided an irrelevant translation:

- *indicate.*
- *He indulged into.*

The papers “13” “14” “2” “7” “11” and “21” did not give neither translations nor examples.

Furthermore, for the expression “ذاع صيته”, there were papers that got contextual appropriate translations, such as “got famous”, “becomes a well-known”, “became famous”, in addition to using it in sentences effectively. For example:

- *He got famous.*
- *Mbappé becomes a well-known player in the realm of football play.*
- *The king was well-famous after his popular war.*
- *He got famous after streaming continuously for 78 hours.*
- *He became famous after singing in the mall.*
- *Our university will be famous among international universities.*
- *The Maze Runner characters got famous.*
- *He became famous since he wrote about that subject.*
- *The new worker became famous among his co-workers.*
- *The celebrity is getting famous.*
- *He got famous due to his voice.*

Other papers provided good translations; however, their sentences needed more revision. For instance:

- *My father; well-known as a wisdom.*
- *He is famous with his attitudes.*

- *Became famous at his country.*
- *Known is in any places.*

Few papers offered more informal translations like “Trendy”, “Viral”, this can be seen in their responses:

- *It is trendy these days to wear burgundy bags.*
- *He shared a video to himself on tiktok and got Viral.*

Some of the sentences deviated from the accurate meaning of the expression, such as:

- *His reputation went up high.*
- *Every tongue speaks his name.*
- *It got plenty of recognition.*
- *That writer took all the lights in the 90s.*

There was a non-comprehensible sentence because of poor handwriting. The papers “28” “04,A” “13” “2” and “7” chose not to offer answers on that expression.

Moreover, most of the students got an overall understanding of the expression “مما لا شك فيه” The majority provided appropriate translations such as “Undoubtedly”, “Without any doubt” “There is no doubt”. This can be observed in the following students' answers, For instance:

- *Smoking is undoubtedly a poison.*
- *undoubtedly, I will be graduated next year.*
- *Teenagers admire unhealthy food Without any doubt.*
- *There is no doubt that he is a thief.*
- *Undoubtedly, I won the competition.*
- *Without any doubt the exam questions are going to be indirect.*
- *Working on vocabulary will undoubtedly develop speaking skills.*
- *Without any doubt He tells the truth.*
- *Without any doubt She is doing great.*

- *Al-Khawarizmi is undoubtedly who founded mathematics.*
- *There is no doubt that he will be successful.*
- *There is no doubt that technology changed society.*
- *Undoubtedly We are going to pass the exam tomorrow.*
- *Islam is the only true religion No doubt about it.*
- *Without any doubt Follow the steps.*

For other students, they got the meaning of the expression. However, their responses lacked slight refinement; The students' answers demonstrate this:

- *No doubt in that he is dead.*
- *With no doubt that earth is round.*
- *The appearance of that pandemic with no doubt caused freakiness for citizens.*
- *No doubt that hard workers achieve satisfying results.*
- *No doubt that the sun rises at 6 o'clock.*
- *Undoubtedly that he will punish you later.*
- *No doubt that MCEB is good.*

Some students deviated a bit from the intended meaning, for instance:

- *Findings in quantitative research tend to be undoubtable due to its statistical nature.*
- *Studying and fasting in Ramadan is an undoubtful matter in the learning process.*

Other students translated the expression to:

- *What is inevitable*
- *No doubt that*
- *Which no doubt in it*

The paper “11” did not answer.

As for the next expression, “وَعلاوَةٌ عَلَى ذَٰلِكَ”. It was correctly identified by a fair number of the students. They translated it into: “moreover”, “in addition to”, “adding to”, “on top of that”, it was also used in a suitable context, though the usage remained basic in some answers. To support this observation, consider the following students' responses:

- *In addition to her being disrespectful, she was rude with me.*
- *Furthermore, I am a teacher at university.*
- *Adding to that she must also buy a car.*
- *Using AI in your daily life is helpful in addition to your personal skills.*
- *In addition to my father, my brother is growing too.*
- *Moreover, having a strict diet could improve the well-being of people.*
- *She succeeded in her university exams, and the training on top of that.*
- *Moreover, no one should depend on AI only.*
- *In addition to the exam, we will be having a test.*
- *In addition to what I told, that was the truth.*
- *In addition to your work, help me doing mine.*
- *In addition to that the government starts making random decisions.*
- *In addition to his speech, I want to say.*
- *Plasticity of children's brain allows them to learn faster in addition to their ego development.*
- *On top of that, learning English as a foreign language is a must recently.*
- *I have to clean the whole house, cook, and on top of that, do my homework.*

For other papers, the expression was mentioned but not properly explained or used in context, examples from participants include:

- *In addition to what they had done.*
- *Adding to all what we have said.*
- *In addition, behaviorists ensure that.*

- *In addition to that we need to focus.*
- *In addition to your business.*
- *In addition, we confirmed that.*
- *On top of that, it won four games.*

Some papers provided inaccurate translations for the expression such as:

- *In spite of lack of materials, the teachers are trying to deliver knowledge.*
- *Even though we need to add.*
- *Even though he paid for the whole vacation.*

The papers “10” and “7” left the expression unanswered.

Regarding the next expression “بالمقارنة مع”, all the students offered answers from diverse perspectives. However, the common translations between the papers are “in comparison”, “compared to”, “comparing to”, “by comparing”. Some sentences reflect the intended meaning of the Arabic expression within a relevant context. This pattern is reflected in the following examples from participants:

- *Linguistic field is more complicated compared to literature.*
- *Cats are cute compared to dogs.*
- *My level is better compared to last year.*
- *The new generation is really independent by comparing it with the old one.*
- *These was a huge income in comparison to the last year.*
- *Smoking is less dangerous compared to drugs.*
- *Small schools have higher rates of success compared to universities.*
- *My bag is very small compared with yours.*
- *Comparing to their level, they did very well.*
- *Literary movements have taken all the interest in comparison to paintings.*
- *Adults' way of learning is different compared to children's learning.*
- *Comparing with my friend, my sister is the cutest.*

- *Descriptive research in comparison to scientific research.*
- *In comparison to this year, your phone is much better.*
- *Compared to Milka, Moment is a better choice.*
- *In comparison of all this candy, the blue is the sweetest.*
- *In comparison to these findings, the results are totally relevant.*
- *The qualitative research in comparison to quantitative one.*
- *In compare to other groups, they have writing problems.*
- *The sun is big in compare with other planets.*
- *In comparison to what being said, I believe in the truth.*

Although, these responses needed grammatical accuracy, the overall meaning was shown. On the other hand, several sentences indicated incomplete meanings, such as:

- *Compared with other works.*
- *Compared with that.*
- *Compared with previous studies.*
- *Comparing to USB who lost three.*

Two papers translated the expression without providing a context, in illustration:

- *Compared to/ in contrast of*
- *Comparing to*

In comparison to the previous responses, the expression “مِنَ الْجَدِيرِ بِالذِّكْرِ” was a bit challenging for the students to put it in a completely meaningful context. A number of papers translated the expression appropriately and attempted to integrate it in complete sentences. For instance:

- *It's worth mentioning advantages of that.*
- *It is important to mention the previous president's contributions.*
- *It's seriously to mention this information.*
- *We have to mention the impact of teachers' efforts on students.*

- *It is worth mentioning their great efforts.*
- *It is important to mention that a blood test must be held in her case.*
- *It's need to mention your efforts in study.*
- *There are a lot of topics that are worth to mention in podcasts.*

Some of the previous sentences might benefit from more structured phrasing. While the translations in some papers were acceptable, the intended meanings of the sentences remain incomplete or only partially expressed, the students' answers demonstrated this:

- *It is more likely to keep mentioning It.*
- *It is worthy to say these words to you.*
- *It's worth mentioning in your study.*
- *What should be said must be mentioned.*
- *Not forget to mention ESS.*

Some answers failed to reflect the intended meaning accurately, for example:

- *Depends on that.*
- *What is must to mention in his commitment.*
- *Contrast.*
- *What should be said is what he believes in.*

A moderate number of papers did not provide an answer to the expression. Other pair of responses' translations were inaccurate. For example:

- *Highly required.*
- *Should refer to this information.*
- *It's important to study grammar in this phase.*

Turning to the following expression, “وَعَلَى النَّقِيضِ مِنْ ذَلِكَ”، numerous students have got the appropriate translations such as: “unlike”, “in contrast”, “on the other hand”, “on the

contrary”. Few students provided well-structured answers while others came close to the intended meaning. Examples from the participants include:

- *She like swimming and playing football. In contrast, she hates hiking.*
- *Unlike Sudoku, chess requires focus.*
- *I like junk food on the contrary, my father doesn't.*
- *In contrast to what is said, I support you.*
- *In contrary, it doesn't make sense.*
- *In contrast, that thing is bad.*
- *University students are not supposed to receive knowledge from the teacher only. On the contrary, they should look for.*
- *In contrast, your presentation lacks more information.*
- *In the other hand, you need to improve your accent.*
- *Students should use their time in studying. In contrast, they are playing all the time.*

Other papers lack full contextualization and did not employ complete sentence structures, in illustration:

- *She loves wedding in contrast with her sister that doesn't.*
- *Research starts with one conclusion and interprets it in a way that contradicts others.*
- *In contrast to what I said earlier is the truth.*
- *In contrast, Bell's point of view argued with.*
- *In contrast, I say to take the northern path.*
- *However, against this information.*
- *However, everything would be okay.*
- *In contrast to what he mentioned.*
- *On the contrary, (unreadable word) ain't that bad.*

Other participants opted to provide only translations, For example:

- *In contrast of that.*
- *In contrast that.*
- *In contrast.*

Several papers were submitted without answers to the expression, like papers “13”, “28”, “19”, “10”, “2”, and “7”.

Shifting to different expressions “بعبارة أخرى”, most of the students recognized the meaning of the expression similarly to the previous one. The common answer provided by the majority of the students was: “in other words”, while the responses were meaningful, they would benefit from more coherent and structured formulations. Examples from the submitted answers:

- *In other words, linguistic field is different from literature.*
- *In other words, do what makes you feel alive.*
- *In other words, you need to buy it.*
- *In other words, you can make it to the big stage.*
- *In other words, she refused to participate in the events.*
- *In other words, Islam is the only true religion.*
- *On other words, reading is essential for writing.*
- *In other words, taking care of studies is a must.*
- *In other words, she doesn't want to go to school today.*
- *I will not attend. In other words, I am busy.*
- *In other words, she is denying her act.*
- *In other words, you can't cheat in exams.*
- *You can't say I like you in other words, such as I adore you.*
- *In other words, he is going to live with us.*
- *In other way, it just works like this.*

Other papers provided less accurate translations, such as:

- *In other terms, you don't deserve that marks.*
- *In another expression, those people are really oppressed.*
- *In another expression, he deserved it.*
- *In the other expression, we can, that the father is the backbone of a family”, freedom is to live without limits. In another way, it is a happiness.*
- *With other expressions, it was difficult to solve it.*
- *In another way of saying, you shouldn't do this.*
- *In another work, you can be hard work, if you rely on the book of its works.*

For the last pair of papers, paper “10” and paper “19” didn't provide answers. Other few papers provided only translations without contextualization, such as:

- *In Other Words.*
- *In Other Expressions.*

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oving to لا بد من الإشارة إلى A number of students did not provide any answers. For example: papers “19”, “10”, “6”, “7”, “2”, “11”, “23”, and “28”. On the other hand, others' submissions included effective translations like:

- *This behavior must be mentioned.*
- *We have to mention that Messi is the best football player alive.*
- *To sponsor this project, we must point out the financial status.*
- *The role of the club should be mentioned from the beginning.*
- *We have to highlight the importance of the healthy food.*
- *Without forgetting to mention the physical appearance importance.*
- *We should highlight the case of freedom.*
- *It must be mentioned that your lesson is perfect.*
- *It must be noted that the sources are not enough.*
- *We should mention that classroom management is.*

- *It is important to mention how harmful smoking is.*
- *It is important to highlight that your inter flow differs you from others.*

Few papers responses lacked meaningful structure and clarity of the sentence, such as:

- *We have to refer or mention that thing.*
- *We must refer to heroes of this country as icons.*
- *We must mention LSS for its history.*

Other pair of papers' translations were inaccurate. For example:

- *Highly required.*
- *Should refer to this information.*
- *It's necessary to inform you that your presence will be obligatory.*

The remaining papers provided translations only. Such as:

- *It must be referred to.*
- *It must be noted that.*

In addition to the above, most of the students provided translations to the expression “من ناحية أخرى” Some of the translations are: “from another perspective,” “from another side,” “in another hand,” “in other terms,” “on the other expression,” “in another way”. They are used in students' responses as follows:

- *Freedom is to live without limits. In other way, it is a happiness.*
- *In another way, the study in Ramadan is good.*
- *You should take it from another perspective.*
- *From another point of view, your personality is stunning.*
- *On the other side, it is good to do mistakes to learn from them.*
- *From another perspective, money is the ultimate power.*
- *On the other hand, I still want you to come to the party.*
- *In another hand, success requires time.*

- *In another hand, everything changes when you start from yourself.*

Few papers provided the translations only, such as:

- *On the other hand.*
- *In the other hand.*
- *On the other hand.*
- *From the other way.*
- *From another perspective.*
- *In another perspective.*

Some papers provided less accurate translations:

- *From the other side, MCB never lost*
- *In other words, he is going to live with us.*
- *In other words, she doesn't want to go to school today.*
- *In other words, you can make it to the big stage.*
- *In another expression, he deserved it.*
- *In other words, taking care of studies is a must.*
- *In other words, you can't cheat in exams.*
- *On the other expression, we can that the father is the backbone of a family.*
- *In other words, phonetics is the study of sound from different aspect.*

For the Papers “2,” “19,” “10,” and “11”, they did not provide or give answers.

Furthermore, attention should be drawn to the next expression “رغم أن” the majority of students' papers demonstrated an overall understanding of the expression as shown in:

- *I eat unhealthy meals, although I'm on a diet.*
- *Although it was raining, we went out.*
- *Although he didn't study, he passed the exam.*

- *Despite of all what happened, we should forget.*
- *She had a car accident although she drives carefully.*
- *Despite the changes, he could manage his life.*
- *I like it, despite the fact that it seems chaotic.*
- *Although he didn't study hard, he passed the year.*
- *Although that I hate milk, but I have to drink it.*
- *Although I had bought the pizza, she ate the last piece.*
- *Although he cheated in the exam, he failed.*
- *Although she did work hard, she failed.*
- *We share same objective, despite the differences of our personalities.*
- *Although I am exhausted, I don't give up.*

There is one paper which translated the expression well, yet the sentence lacked appropriate context. For instance,

- *Despite of the environment, we must survive.*
- *Though its.*

A pair of papers did not translate the expression adequately, such as:

- *Even if he is tired, he went to work.*
- *Even if the problem was difficult, but it was solved.*

Other papers limited their responses to a direct translation of the expression, such as

- *Though.*
- *Even though.*
- *Even though.*
- *Although.*
- *Despite.*
- *Even though.*

The papers “19”, “11”, “28” and “21” did not include responses to this expression.

For the following expression “مِنَ البُدِيهِي”، few students did not provide answers as for paper “19” and “4a”. Other few papers translated the expression inaccurately and used it in sentences. For instance,

- *Logically speaking, it is common that eating healthy is good.*
- *It is natural that humans can make the difference between right and wrong.*

A pair of papers provided the translation without contextualization, such as

- *Obviously*

Moreover, several papers demonstrated an understanding of the expression. However, the responses needed to be phrased to achieve a meaningful structure. As for:

- *From the obvious to fast Ramadan.*
- *Obviously, it's easy.*
- *It's obvious to claim that you are a unique version of the world.*
- *It's something obvious to do it.*
- *It's obviously that.*

Conversely, the rest of the papers offered appropriate and well-structured sentences with minimal issues. Examples from the participants include:

- *That is obvious that Ramadan is on Saturday.*
- *It is obvious that he didn't care about you.*
- *It's obvious that no one is interested in the topic.*
- *It's obvious that the only ones who love you truly is your parents.*
- *It is as clear as the sun that he will refuse.*
- *It is obvious that taking another researcher's topics is plagiarism.*
- *It is obvious that mentalities are not the same.*
- *It is obvious that my sister is trying to hide something.*
- *Obviously, Islam is the only true religion.*

- *It is obvious to say that the exam was easy.*
- *It is obvious to know that.*
- *It is obvious that he is lying.*
- *It is obvious that he is sick.*
- *It is obvious that you will fail in exams.*
- *It is obvious that he became mad.*
- *It's evident to say one plus one equals two.*

Concerning the upcoming expression “خلاصة القول” there was a variety of responses from students. Some of them answered appropriately, such as:

- *To sum up, learners should follow rules carefully.*
- *To sum up, all what I was saying you should stick on your decision.*
- *To sum up, self-confidence starts with embracing inner flows.*
- *In conclusion, hard work really pays off.*
- *To sum up, these elements should be included in your presentations.*
- *To sum up, friendship is one of the kindest relations.*
- *In conclusion, life is hard.*
- *In brief, to conclude what we have tackled about.*
- *To conclude, your survey is well-structured.*
- *On the whole, it is high time we solved the problem.*
- *In brief, sleeping early improves your productivity.*
- *In summary, these theories help learners to choose their specific goal.*

These sentences needed a slight refinement, unlike others in which the meaning was incomplete, such as:

- *At the end of this session, each student is required to summarize the lesson.*
- *The summary of what I said.*

- *To conclude this research.*
- *To sum up, your work needs to write a conclusion.*
- *Conclusively, this is the truth.*

For others, responses were irrelevant. For instance:

- *The point from all of this is that you are refused.*
- *The deduction is everything stays the same except you.*

For more submissions, the students did not provide a context to their translations, in particular:

To sum up.

- *Overall.*
- *To conclude.*
- *To sum up.*
- *Finally.*
- *In conclusion.*

One paper offered less formal answer, for example:

- *The bottom line is that the Western world uses the double standard policy.*

While the rest of the papers, which are “19” and “7” did not include answers.

As for the expression that follows, “من المسلم به” there are numerous papers that left the expression unanswered. For instance, Paper “5,” “20,” “1A,” “3A,” “6,” “11,” “28,” “26,” “13,” “10,” “4A,” “23,” “7,” and “19”. On the other hand, there are few papers that provided meaningful sentences with appropriate translations. Yet, only a slight improvement is necessary. For example:

- *It is admitted that teachers have to observe their pupils' personalities.*
- *It is approved in this situation.*
- *It is undeniable that love is a taboo topic in Algeria.*

Other few papers offered less accurate translations. For example:

- *Evidentially, Islam is about fairness.*

- *It is given to the fact that Messi is the best player.*
- *It is common that students are struggling.*

There are also some irrelevant translations, such as:

- *Without any doubt, you are a good person.*
- *There is no doubt that Islam is the truth.*
- *In brief, sleeping early improves your productivity.*

For another paper, it translated the expression well, however it was not appropriately contextualized. For instance,

- *It is approved it to agree on this thing.*

One paper translated the expression well. However, the sentence was not logical, as for:

- *It's clear that the sun arise from the west.*

The rest translated the expression without contextualization, such as:

- *While taking in granted*
- *It's taken for granted.*
- *It's agreed upon.*

For the next expression, “من اللافت للنظر” some papers provided translations which does not fully capture the intended meaning, such as:

- *It is attractive to think this way.*
- *This project attracts me.*
- *And what catches the sight is her beauty.*
- *What attracts the eye is how you managed to survive.*
- *What attracts me the most is her beauty.*
- *It attracted all the eyes.*
- *Presenters should use colors in presentation to attract attention.*
- *Use this trick in your presentation, it's attractive.*

- *What captured my attention is that they made it in short time.*

For the papers “20,” “19,” “23,” “4A,” “13,” “6,” “3A,” “11” “12” and “2” no answers were provided. Other responses were irrelevant. For example:

- *The use of new vocabulary in your presentation is impressive.*
- *Interesting.*
- *It's appealing to see.*

One paper provided translation only, for example:

- *Which is remarkable.*

And the remaining paper provided informal answer, such as:

- *She is eye-popping.*

Paper “9” was omitted due to lack of clarity because of poor handwriting.

Additionally, for the next expression “بناء على ذلك” There was a moderate number of students who provided good translations. For example:

- *You can answer based on real-life experience.*
- *The train leaves at 9 a.m. Based on that, I left to the station at 8 pm.*
- *Based on that, I am not joining a club.*
- *Based on that, she claimed he is not the one.*
- *Based on the findings in hand, it is impossible to happen.*
- *Based on that, no one should go to the garage.*
- *Based on this study, the results must be the same.*
- *Based on the previous studies, your presentation lacks.*

One paper provided an effective translation. However, the sentence was not fully meaningful, for example:

- *Based on your survey, I fill it in honestly.*

For others, they provided responses, however, they were less accurate comparing to first ones. Examples from the submitted papers are:

- *According to the Ministry of Education, English will officially be the second language.*
- *According to Skinner, learning happens through imitation, repetition, and reinforcement. According to my study, waking up early is one of the most important habits that you can rely on solving your problems.*
- *According to psychologists, people personalities differ.*
- *According to that illustration.*
- *On that evidence, we speak the truth.*
- *On that evidence, we shall rely.*
- *According to your background.*
- *Accordingly, the pandemic is fatale.*

Two papers answered by translating the expression only, for example:

- *According to that.*
- *Based on that*

For other paper, it provided irrelevant answer, such as:

- *She studied hard, therefore she passed.*

For papers “19,” “4A,” “6,” “11,” and “7,” they didn't provide answers. The remaining paper indicates an understanding of the expression, however, it was poorly contextualized, for instance:

- *Building upon this.*

The last expression, “نستهل القول بـ”, several translations provided by the students were accurate. For example:

- *We begin with greetings.*
- *We begin with this introduction.*
- *As an introduction for academic lectures, we start with all the kind regards and respect.*

- *To begin with, we thank everyone who came today.*
- *In every essay, we start with the introduction.*
- *We commence the speech by greeting all audience.*
- *We first start stating how motivation is crucial for learning.*
- *Any academic research should start with a well-structured introduction.*
- *We start our discussion about the use of AI in education.*

Other few papers provided translations only, such as:

- *We Begin of Saying.*
- *To Initiate With.*
- *We Start the Discussion With.*
- *We Begin with.*
- *We start with.*

Some of the answers were irrelevant. For example:

- *We can simplify it by saying that students' procrastination affects on their studies.*
- *Let's say that this activity is amazing.*
- *Let's say that this task is rewarding.*
- *Based on what's said presentations were good.*

The remaining papers did not include answers. In illustration “20,” “7,” “19,” “4A,” “11,” “10,” “21,” “3A,” “2,” and “23.”

Overall, some of the participants answered the task comprehensively, they provided well-structured sentences with full meanings. Others gave partial responses only, providing sentences in some expressions and excluded the others, while few participants chose to give meaningful sentences on some expressions, whereas others were simply translated without contextualization. Lastly, some papers presented translations without elaborating full sentences.

## 2.11. Comparison of Pre-Task and Post-Task Sentences

The post-task consisted of the same 18 Arabic expressions provided in the pre-task, in which students were required to translate and use those expressions in meaningful sentences. However, in this task, they were instructed to use the Reverso Context application. It was analyzed paper by paper to assess the effectiveness of the application.

### **Paper 01:**

The student completed the task and used most of the expressions in full sentences, except for a few in which only translations were provided. The overall performance demonstrates a fair fluency.

### **Expression 01: تسلط الضوء**

Pre-task sentence: *this study highlights the use of Arabic in English writing.*

Post-task sentence: *this study sheds the light on novel findings.*

Both sentences seem correct and coherent in terms of translation and sentence use, yet the preposition “the” in “shed the light” is grammatically incorrect. A better version is “shed light”.

### **Expression 2: يتطرق إلى**

Pre-task sentence: *The researcher covers the whole topic.*

Post-task sentence: *This task discusses the use of Arabic expressions in English sentences.* Both translations of the pre- and the post-task are acceptable. However, the translation of the post task is more accurate. Yet, both sentences are meaningful.

### **Expression 3: ذاع صيته**

Pre-task sentence: *His reputation went up high.*

Post-task sentence: *Alexander the Great was renowned for his brutality.*

The pre-task sentence is close to the intended meaning. However, the phrase “went up high” is awkward and unnatural. The post-task sentence is strong and offers appropriate translation to the expression, although it is not provided by Reverso.

**Expression 4: مِمَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *what is inevitable.*

Post-task sentence: *the suspect has undoubtedly confessed his crime.*

The pre-task sentence does not convey the accurate translation of the expression, while the post-task sentence captures the meaning of it and it is used sufficiently.

**Expression 5: وَعِلَاوَةَ عَلَى ذَلِكَ**

Pre-task sentence: *In addition to what they had done.*

Post-task sentence: *Furthermore, he pointed out his associates in crime.*

The pre-task sentence demonstrates accuracy in the translation. However, it is grammatically incomplete. For the post-task sentence, it provides effective translation and usage.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *descriptive research in comparison to scientific research.*

Post-task sentence: *Compared to his associates, he got the longest sentence.*

The post-task sentence expresses the meaning appropriately. In the other hand, the pre-task sentence is accurate in meaning, but needs to be completed to be fully effective.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ**

Pre-task sentence: *what should be said.*

Post-task sentence: *it is worth noting, that he killed a whole family with cold blood.*

The pre-task sentence is not accurate. The post-task sentence is correct in terms of translation, yet, “with cold blood” should be corrected to “in cold blood”.

**Expression 8: وَعَلَى النَّقِيضِ مِنْ ذَلِكَ**

Pre-task sentence: *in contrast to what he mentioned.*

Post-task sentence: *on the contrary, he disfigured the dead bodies.*

While “in contrast” and “on the contrary” convey the correct translation of the expression, the pre-task sentence functions a sentence fragment because it does not complete the thought.

**Expression 9: بعبارة أخرى**

Pre-task sentence: *in other words.*

Post-task sentence: *in other words, his brutality was indescribable.*

The post task sentence reflects proper understanding and effective usage of the expression in context. The pre-task sentence provides a translation without contextualization.

**Expression 10:** لابد من الإشارة الى

Pre-task sentence: *highly required.*

Post-task sentence: *it should be pointed out, that the police found the dead bodies in his basement.*

The pre-task sentence does not accurately reflect the meaning of the expression. The post-task sentence demonstrates a successful understanding and application in a full sentence.

**Expression 11:** من ناحية أخرى

Pre-task sentence: *from another perspective.*

Post-task sentence: *on the other hand, he was avenging for his family.*

The pre-task sentence lacks appropriate context as it cannot stand alone without a main clause. The post task sentence shows appropriate meaning. Yet, the phrase “avenging for his family” can be corrected into “avenging hid family”.

**Expression 12:** رغم أن

Pre-task sentence: *even though.*

Post-task sentence: *despite his invaluable experience, yet he accomplished his retaliation.*

The pre-task sentence is incomplete that shows only a translation to the expression without fully contextualization. However, the post-task sentence attempts to convey the meaning, but it shows redundancy. In English, despite and yet, cannot be used in the same clause. One of them should be omitted.

**Expression 13:** من البديهي

Pre-task sentence: *obviously.*

Post-task sentence: *obviously, he had planned for if over a period of time.*

The pre-task sentence demonstrates sentence fragment; it needs to be fulfilled with a complete idea to be effective. While the post-task sentence is structurally appropriate and conveys the meaning of the Arabic expression.

**Expression 14: خلاصة القول**

Pre-task sentence: *finally.*

Post-task sentence: *in short, he was sentenced to life imprisonment with hard labour.*

The pre-task sentence, does not accurately show the appropriate meaning of the expression which specifically refers to summarizing a statement rather than marking the end of the sequence. However, the post-task sentence demonstrates a correct and contextually appropriate use of the expression.

**Expression 15: من المسلم به**

Pre-task sentence: *it is common that students are struggling.*

Post-task sentence: *it is acknowledged that.*

The pre-task sentence does not precisely reflect the meaning of the expression, which implies something acknowledged or indisputable, not merely common. The post-task sentence aligns closely with the intended meaning of the expression, but it is incomplete as it lacks a following clause.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *and what catches the sight is her beauty.*

Post-task sentence: *notably.*

The pre-task sentence structure is uncommon in English, though it demonstrates an understanding of the expression. For the second sentence, it reflects the intended meaning, however it is not incomplete on its own.

**Expression 17: بناء على ذلك**

Pre-task sentence: *on that evidence, we shall rely.*

Post-task sentence: *accordingly.*

The pre-task sentence does not fully capture the consequential meaning of the expression, which is typically used to show logical consequence. On the other hand, the second sentence reflects the correct meaning but it is incomplete and should be a part of a full sentence.

**Expression 18: نستهل القول ب**

Pre-task sentence: *to initiate with.*

Post-task sentence: *to begin with.*

The pre-task sentence, is slightly incorrect, that should be replaced with “to initiate the “. While the post-task sentence is a correct and natural expression in English. Both of them are incomplete and need further contextualization.

**Paper 04:**

The student used all of the expressions in full sentences. Overall, the post-task performance reflects fair accuracy and slight improvement in translation and sentence use.

**Expression 01: تسلط الضوء**

Pre-task sentence: *We spot the light on drug consumption.*

Post-task sentence: *My presentation underscores the importance of money.*

The pre-task sentence requires a grammatical correction that spot the light is not natural in English while the post-task sentence demonstrates clear understanding and proper use of the expression.

**Expression 2: يتطرق إلى**

Pre-task sentence: *We'd like to tackle teenage dreams.*

Post-task sentence: *Her thesis deals with drug consumption among students.*

The pre-task sentence attempts to convey the accurate meaning. However, tackle can be used more for problems and challenges rather than abstract things like dreams. For the post-task sentence, it does convey the appropriate and natural meaning and context.

**Expression 3: ذاع صيته**

Pre-task sentence: *It got plenty of recognition.*

Post-task sentence: *His shop was famous for smuggling.*

The pre-task sentence conveys the general meaning of the expression. However, it is informal and may be not suitable for formal usage. In another hand, the post-task sentence is used appropriately that clearly shows the intended meaning.

**Expression 4: مَمَّا لَا شَكَّ فِيهِ**

Pre-task sentence: undoubtedly, I won the competition.

Post-task sentence: Without doubt, he won my heart.

Both sentences reveal an understanding of the expression and effective use. Yet, without doubt, is less common than more natural sounding alternatives like without a doubt.

**Expression 5: وَعَلَاوَةَ عَلَى ذَلِكَ**

Pre-task sentence: *even though he paid for the whole vacation.*

Post-task sentence: *although that piece did not have a price tag, I bought it.*

Both translations do not reflect the accurate meaning of the expression. They express contrast or concession not addition.

**Expression 6: بالمقارنة مع**

Pre-task sentence: compared to Milka, Moment is a better choice.

Post-task sentence: In comparison with local products, those what come from USA are better.

Both sentences reflect the expression's meaning and used appropriately in sentences.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ**

Pre-task sentence: *It is important to mention the previous president's contributions*

Post-task sentence: *It is important to mention the other side of interaction with strangers.*

In both sentences, the meaning is conveyed well, however, the phrase in the post-task sentence “the other side of interaction with strangers” is a bit unclear and can be better refined. Into it is important to mention the risks of interacting with strangers.

**Expression 8: وَعَلَى النَّقِيضِ مِنْ ذَلِكَ**

Pre-task sentence: *unlike Sudoku, chess requires focus.*

Post-task sentence: *In contrast with that, I personally love Summer.*

Both sentences showed clarity in expressing the general meaning of the expression, however, the post-task sentence is a bit awkward when it comes to the phrase “in contrast with that” especially when it is followed by a personal opinion, like I personally love summer.

**Expression 9: بعبارة أخرى**

Pre-task sentence: *In other words, she's denying her act.*

Post-task sentence: *In other words, AI integration has endless challenges.*

The student succeeded in using the expression in both pre-task and post-task sentences.

**Expression 10: لابد من الإشارة الى**

Pre-task sentence: *Without forgetting to mention the physical appearance importance.*

Post-task sentence: *Without forgetting to mention the strong impact of AI.*

The translation provided in both pre- and post-task sentences is not the most accurate translation to the expression. It should be better refined into: It should be pointed out that, or it is important to note that.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *from another perspective, money is the ultimate power.*

Post-task sentence: *from another part, I've always wished to leave the country.*

The pre-task sentence shows correct usage. However, the post-task sentence needs revision to sound natural in English.

**Expression 12: رغم أن**

Pre-task sentence: *Although I had bought the pizza, she ate the last piece.*

Post-task sentence: *Although she was rich, she showed up to class.*

The use of although in both sentences is accurate, and the structure and context in each sentence are logical and clear.

**Expression 13: من البديهي**

Pre-task sentence: *It's obvious that he was lying.*

Post-task sentence: *It's clear that I can drive.*

Both sentences indicate good understanding and effective use of the expression, in which they successfully convey the intended meaning of it.

**Expression 14: خلاصة القول**

Pre-task sentence: *On the whole, it's high time we solved the problem.*

Post-task sentence: *To summarize, please keep your classroom clean.*

Both sentences are correct and appropriate and express the idea of summarizing a concluding which fits the meaning of the expression.

**Expression 15: من المسلم به**

Pre-task sentence: *It is undeniable that love is a tapoo topic in Algeria.*

Post-task sentence: *It is common that love doesn't exist.*

In the pre-task sentence, the translation provided is accurate for the expression despite the spelling mistake in “tapoo” which can be corrected into: “taboo”. However, the post-task sentence provides translation that is not accurate because it shows something frequent rather than something accepted as a fact.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *She is eye-popping.*

Post-task sentence: *The efforts of the delegates of our class are remarkable.*

*The pre-task sentence uses an informal tone that does not fit academic or neutral context. However, the post-task sentence conveys the intended meaning well, which fits the idea of something noticeable and worthy of attention.*

**Expression 17: بناء على ذلك**

Pre-task sentence: *According to the Ministry of Education, English will officially be the second language.*

Post-task sentence: *Based on many researchers, knowledge transmission is faster when done.*

*The post-task sentence translation is more accurate than the pre-task sentence translation. However, it may benefit from structured phrasing.*

**Expression 18: نستهل القول بـ**

Pre-task sentence: *We start the discussion with*

Post-task sentence: *starting the speech with Peace be upon you.*

Both sentences indicate an overall understanding of the expression. However, a pre-task sentence lacks full contextualization.

### **Paper 01, A:**

The overall performance of the post-task shows effective translations and usage of the expressions, reflecting good understanding, clear structural and natural language use.

### **Expression 01: تسلط الضوء**

Pre-task sentence: *Join the Spotlight Club.*

Post-task sentence: *The teacher will highlight the important points.*

The pre-task sentence does not accurately use the verb that conveys the meaning directly. However, it indicates some awareness of the expression's meaning, while the post-task sentence is more accurate and demonstrates appropriate use of the expression.

### **Expression 2: يتطرق إلى**

Pre-task sentence: *He delves to very important elements in his essay.*

Post-task sentence: *The book addresses many problems.*

The pre-task sentence uses the verb delve to, which partially demonstrates the meaning of the expression, with the correction of the preposition “to”, to become “delve into”. However, the post-task sentence conveys the meaning of the expression in a way that the verb “addresses” shows accuracy in translation.

### **Expression 3: ذاع صيته**

Pre-task sentence: *He became famous after singing in the mall.*

Post-task sentence: *She became famous after the movie.*

Both sentences show accurate translation and natural context-appropriate use, which demonstrates an effective understanding of the expression's meaning.

### **Expression 4: مِمَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *There is no doubt that you will be successful.*

Post-task sentence: *My sister is undoubtedly a good doctor.*

The use of “there is no doubt” in the pre-task sentence and “undoubtedly” in the post-task sentence reflect accurate translations of both sentences. Indicating effective recognition and sentence use.

**Expression 5: وَعَلَاوَةَ عَلَى ذَلِكَ**

Pre-task sentence: *Moreover, no one should depend on AI only.*

Post-task sentence: *The girl is smart and moreover, she is kind.*

The pre-task and the post-task sentence provide accurate translation to the expression. However, the post-task sentence shows redundancy when using “and” and “moreover” together in the same sentence. So, the use of both of them in the same sentence is unnecessary.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *My bag is very small compared with yours.*

Post-task sentence: *Compared with last year, this year is better.*

Both sentences show the correct use of the phrase compared with, which reflects an appropriate translation to the expression, demonstrating a clear understanding of the expression's meaning.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ**

Pre-task sentence: *no answer*

Post-task sentence: *It is worth mentioning that he worked hard for his success.*

In the pre-task sentence, the expression was not addressed and the student provided no response. On the other hand, in the post-task sentence, the student used an appropriate and accurate translation to the expression.

**Expression 8: وَعَلَى النقيض من ذلك**

Pre-task sentence: *She loves wedding in contrast with her sister that doesn't.*

Post-task sentence: *My mother doesn't like tea. On the contrary, she loves coffee.*

The pre-task sentence indicates an overall understanding of the expression's meaning. However, it is structurally awkward, while the post-task sentence is more fluent and appropriate.

**Expression 9: بعبارة أخرى**

Pre-task sentence: *In other words, reading is essential for writing.*

Post-task sentence: *Her friend didn't pass the test. In other words, she needs to study more.*

Both pre-task and post-task sentences show accurate translation and appropriate application of the expression in sentences.

**Expression 10: لابد من الإشارة الى**

Pre-task sentence: *The rules of the club should be mentioned from the beginning.*

Post-task sentence: *It must be noted that the meeting starts at 10 am.*

Both sentences provide an overall understanding of the expression's meaning. However, the post-task sentence is more contextually appropriate.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *On the other side, it is good to do mistakes to learn from them.*

Post-task sentence: *My brother loves watching movies. On the other hand, my sister prefers reading books.*

The phrase on the other side, which is used in the pre-task sentence, is an incorrect translation and can be typically used in another context in English. The post-task sentence correctly uses the phrase on the other hand to express contrast, which shows a proper and accurate translation of the expression.

**Expression 12: رغم أن**

Pre-task sentence: *Although that I hate milk, but I have to drink it.*

Post-task sentence: *Although it was raining, I went for a walk.*

The pre-task sentence attempted to convey the meaning of the expression. However, its structure is grammatically incorrect, with the unnecessary use of “that” and the wrong pairing with “but”, which cannot be used with although in the same sentence. For the post-task sentence, it demonstrates a correct and fluent use of the expression in English.

**Expression 13: من البديهي**

Pre-task sentence: *It's obvious that no one is interested in the topic.*

Post-task sentence: *Obviously, she is very talented at painting.*

Both pre-task and post-task sentences integrate the expression in a appropriate use and provide correct translations in which the meaning of the expression is reflected accurately.

**Expression 14: خلاصة القول**

Pre-task sentence: *To sum up, these elements should be included in your presentations.*

Post-task sentence: *The bottom line is that we need to finish this project by tomorrow.*

The two sentences convey the meaning of the expression effectively, though they have a different stylistic tone. The pre-task sentence is more formal and commonly used in academic context, while the post-task sentence is often used in informal context.

**Expression 15: من المسلم به**

Pre-task sentence: *no answer.*

Post-task sentence: *He always helps, but it's taken for granted.*

The student did not provide a response in the pre-task, while in the post-task, the sentence shows partial understanding of the meaning. However, it does not fully capture the intended meaning of the expression.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *Use this trick in your presentation. It's attractive.*

Post-task sentence: *He did remarkably well on the test.*

Both sentences provide the translations that are close to the intended meaning of the expression. However, the accurate meanings haven't been captured in both pre-task and the post-task.

**Expression 17: بناء على ذلك**

Pre-task sentence: *Based on that, no one should go to the garage.*

Post-task sentence: *Based on that information, we can make a decision.*

Both sentences correctly use the appropriate translation, which is based on that, which convey the correct meaning of drawing conclusions or making decisions based on prior information. Post task sentence is slightly more natural because it provides what the decision is based on, i.e. information.

**Expression 18: نستهل القول ب**

Pre-task sentence: *In every essay, we start with the introduction.*

Post-task sentence: *We begin by saying hello to everyone.*

The pre-task sentence reflects the overall meaning of the expression. However, it is not appropriately used in this sentence, it reflects essay structure rather than starting with a particular statement. While the post-task sentence shows a clearer and more accurate use of the expression.

### **Paper 11:**

The pre-task performance was incomplete in which the students missed answering some expressions, while in the post-task the students completed using all the expressions in sentences.

### **Expression 01: تسلط الضوء**

Pre-task sentence: *This research shaded the light on the minority of people.*

Post-task sentence: *This document highlights the main problems in society.*

The free task sentence offers an incorrect translation of the expression. In the way that the phrase “shaded the light” means to block the light rather than bringing attention. While the post-task sentence is correct and uses natural English.

### **Expression 2: يتطرق إلى**

Pre-task sentence: *no answer*

Post-task sentence: *The teacher addresses each student's concern.*

In the pre-task, the students didn't attempt to provide an answer, while in the post-task, the sentence reflects the appropriate meaning of the expression.

### **Expression 3: ذاع صيته**

Pre-task sentence: *This trend starts to become viral lately.*

Post-task sentence: *This chocolate dessert has become famous these days.*

The pre-task sentence offers an informal translation of the expression and includes tense and phrasing issues. The post-task sentence is more accurate and provided an effective translation and sentence usage.

### **Expression 4: ممَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *no answer.*

Post-task sentence: *She is undoubtedly one of the most talented writers.*

There is no response in the pre-task, while the use of “undoubtedly” in the post-task is correct and appropriate, demonstrating an overall understanding of the expression.

**Expression 5: وَعَلَاوَةً عَلَى ذَلِكَ**

Pre-task sentence: *In addition, the behaviorists ensure that*

Post-task sentence: *furthermore, students who are extroverts talk more in the classroom.*

The pre-task sentence provides an appropriate translation to the expression, however, it is not fully developed, lacking the continuation of idea, while the post-task sentence effectively uses the translation in a clear and coherent manner.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *In comparison to these findings, the results are totally relevant.*

Post-task sentence: *She is so smart in comparison to her colleagues.*

Both sentences in the pre-task and post-task provide an effective translation to the expression.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ**

Pre-task sentence: *no answer.*

Post-task sentence: *It's worth noting that attendance is obligatory.*

There is no response in the pre-task. For the post-task sentence, it successfully provides a translation for the expression which demonstrates an understanding how to draw attention to important ideas in English.

**Expression 8: وَعَلَى النقيض من ذلك**

Pre-task sentence: *In contrast, Bell's point of view argued with.*

Post-task sentence: *In contrast, many people agree with this theory.*

The translation provided in the pre-task sentence is accurate. However, the sentence does not fully convey the meaning. On the other hand, the post-task sentence demonstrates more clear and appropriate use of the expression.

**Expression 9: بعبارة أخرى**

Pre-task sentence: *In other words, she refused to participate in the events.*

Post-task sentence: *In other words, motivation is the key for success.*

The translation provided in both pre-task and post-task sentences demonstrates an effective understanding of the meaning of the expression besides an appropriate sentence usage.

**Expression 10: لا بد من الإشارة الى**

Pre-task sentence: *no answer.*

Post-task sentence: *It must be noted that the deadline for submissions is non-negotiable.*

The expression was not used in the pre-task. However, in the post-task, the sentence indicates an overall understanding of the expression and appropriate use in sentence.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *no answer.*

Post-task sentence: *She was cooking. Meanwhile, he set the table.*

No answer was provided in the pre-task. However, on the post-task, the translation offered does not accurately convey the appropriate meaning of the expression.

**Expression 12: رغم أن**

Pre-task sentence: *no answer.*

Post-task sentence: *He is tired, though he keeps working.*

There is no response provided in the pre-task. In the post-task, the sentence provided indicates an overall understanding of the expression's meaning. However, it would be more accurate if it is rephrased in true. Although he is tired, he keeps working, which aligns closer to the intended meaning.

**Expression 13: من البديهي**

Pre-task sentence: *It's obvious that he became mad.*

Post-task sentence: *Obviously, I'm obsessed with skincare products.*

Both sentences succeeded in translating the expression accurately and use them in well-structured sentences.

**Expression 14: خلاصة القول**

Pre-task sentence: *In summary, these theories help learners choose their specific goals.*

Post-task sentence: *The bottom line is that we need to improve our writing skills.*

Both pre-task and post-task sentences provide effective translations to the expression. The pre-task sentence uses a more formal tone. While the post-task sentence uses a more informal tone which can work more in spoken or semi-formal English writing.

**Expression 15: من المسلم به**

Pre-task sentence: *no answer.*

Post-task sentence: *Admittedly, I was nervous about the presentation.*

As the student did not provide an answer in the pre-task, the post-task sentence reflects a good understanding of the expression's meaning, in addition to using it effectively and fluently, in which the sentence is grammatically correct and the expression is used in an appropriate context.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *no answer.*

Post-task sentence: *Remarkably, she finished the entire task in a short time.*

The student did not offer neither translation nor sentence in the pre-task. For the post-task, the translation of the expression is accurate and conveys the sense of the expression. Besides, the coherent context used in the post-task.

**Expression 17: بناء على ذلك**

Pre-task sentence: *no answer.*

Post-task sentence: *based on this theory a lot of research have made.*

There is no answer in the pre-task. Concerning the post-task, the sentence demonstrates an understanding of the expression's meaning, in which “based on that” is appropriately used as translation for the expression. However, there is a minor grammatical issue in which the phrase,

“a lot of research have made” could be corrected to “a lot of research have been conducted” or “have been done”.

**Expression 18: نستهل القول بـ**

Pre-task sentence: *no answer.*

Post-task sentence: *we begin by saying that education plays a crucial role in shaping the future of any society.*

The pre-task answer is missing, while the post-task response reflects effective translation and application of the expression. Note that the sentence is grammatically and contextually coherent.

**Paper 10:**

the student noticeably completed all the tasks translating and providing sentences to each expression. The overall performance indicates more fluency.

**Expression 01: تسلط الضوء**

Pre-task sentence: *Nowadays, AI is a viral topic that needs to be shaded light on.*

Post-task sentence: *I did a presentation highlighted the main points.*

The pre-task sentence demonstrates a direct translation of the expression from Arabic, especially the phrase “needs to be shaded light-on” because this phrase is an incorrect verb form and an unnatural English structure. The post-task sentence shows more fluent construction and effective translation, although it needs a relative pronoun “that” in order to be fully contextualized.

**Expression 2: يتطرق الى**

Pre-task sentence: *Let's directly dive into that topic.*

Post-task sentence: *We need to address the problem.*

Both translations provided in the pre-task sentence and post-task sentence are acceptable. However, the translation provided in the pre-task sentence which is “dive into” can be more

acceptable in informal or casual context, in a way that is not the best choice for formal or academic context. While “addresses”, which is used in the post-task context, demonstrate a more context-appropriate use of formal English.

**Expression 3: ذاع صيته**

Pre-task sentence: *He shared a video of himself on TikTok and got viral.*

Post-task sentence: *She became famous after publishing her first book*

The pre-task sentence demonstrates an informal translation and structure, the phrase “got viral” can be corrected to “went viral” for more appropriateness. On the other hand, the use of “became famous” in the post-task sentence demonstrates accuracy in translation, and the post-task sentence, in general, succeeded in conveying the accurate meaning.

**Expression 4: ممَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *Teenagers admire unhealthy food without any doubt.*

Post-task sentence: *There is no doubt that money gives its owner power.*

The pre-task sentence attempts to convey the meaning of the expression. However, the structure of the sentence is slightly awkward. For the post-task sentence, it uses more appropriate translation and English structure, conveying the correct meaning of the Arabic expression.

**Expression 5: وَعِلَاوَةَ عَلَيَّ ذَلِكَ**

Pre-task sentence: *no answer*

Post-task sentence: *In addition, we will learn new words today.*

The student did not translate the expression in the pre-task. In the post-task, the phrase, in addition, is correctly and appropriately used, capturing the effective meaning of the Arabic expression in a more fluent and cohesive way.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *Cats are cute compared to dogs.*

Post-task sentence: *I hate cats compared to my friend who adores them.*

Both pre-task and post-task sentences offer “compared to” as a translation, which conveys the intended meaning of the expression. However, there is an issue in its use in sentences. In a way, the structure of the pre-task and post-task sentences is unnatural.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ:**

Pre-task sentence: *contrast.*

Post-task sentence: *It's worth noting that English is used worldwide.*

The answer provided in the pre-task does not reflect the meaning of the expression in which it is irrelevant. While the post-task sentence appropriately and accurately captures the intended meaning using suitable translation and natural English.

**Expression 8: وَعَلَى النَّقِيضِ مِنْ ذَلِكَ**

Pre-task sentence: *no answer.*

Post-task sentence: *I thought the test was hard. On the contrary, it was easy.*

The pre-task response is missing. While the response provided in the post-task succeeded in translating the expression into “on the contrary”, which conveys the appropriate meaning of the Arabic expression.

**Expression 9: بَعْبَارَةٌ أُخْرَى**

Pre-task sentence: *no answer.*

Post-task sentence: *He is exhausted. In other words, he is very tired.*

The pre-task sentence lacks any attempt to translate or use the meaning of the expression. The post-task sentence appropriately uses the effective translation of the expression and appropriately integrate it in a coherent context.

**Expression 10: لَا يَدُ مِنَ الْإِشَارَةِ إِلَى**

Pre-task sentence: *no answer.*

Post-task sentence: *It must be noted that the rules have changed.*

The student didn't provide an answer in the pre-task, while the post-task sentence shows a correct understanding of the expression's meaning and an appropriate contextual use.

**Expression 11: مِنْ نَاحِيَةِ أُخْرَى**

Pre-task sentence: *no answer.*

Post-task sentence: *The book is too long. On the other hand, it is very interesting.*

The student left the pre-task sentence blank while provided an appropriate translation in the post-task sentence demonstrating correct contextualization and application of the expression.

**Expression 12: رغم أن**

Pre-task sentence: *Although it was raining, we went out.*

Post-task sentence: *Although it was raining, they went outside.*

The student succeeded in providing the appropriate translation of the expression in both pre-task and post-task sentences.

**Expression 13: من البديهي**

Pre-task sentence: *It's obvious that he is sick.*

Post-task sentence: *Obviously, she studied hard for the exam.*

The student successfully conveyed the meaning of the expression in both texts using appropriate English translation and sentence usage.

**Expression 14: خلاصة القول**

Pre-task sentence: *overall.*

Post-task sentence: *Overall, the movie was really good.*

Both pre-task and post-task sentences used “overall” as translation to the expression. The pre-task response was minimal and limited to only a translation of the expression without contextualization, while the post-task sentence shows correct placement and usage within a complete sentence.

**Expression 15: من المسلم به**

Pre-task sentence: *no answer.*

Post-task sentence: *We often take good health for granted.*

The pre-task response is absent, while the post-task sentence demonstrates an understanding of the expression's meaning and also effective sentence use.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *It's notable that many learners are misusing AI.*

Post-task sentence: *Notably, she was the best student in the class.*

The student succeeded in transmitting the appropriate meaning of the expression in both pre-task and post-task, using notable and notably, and their effective application in sentences.

**Expression 17: بناء على ذلك**

Pre-task sentence: *She studied hard, therefore she passed.*

Post-task sentence: *The decision was based on the survey results.*

Though the student used different translations to this expression, it still shows an understanding of this expression in both tasks.

**Expression 18: نستهل القول ب**

Pre-task sentence: *no answer.*

Post-task sentence: *We begin by saying thank you for your hard work.*

The student did not provide a pre-task sentence, while the post-task sentence was translated accurately and used appropriately, showing an understanding of the expression.

**Paper 17:**

the overall performance of the student indicated a slight improvement in vocabulary choice and sentence usage.

**Expression 01: تسلط الضوء**

Pre-task sentence: *As a golden stripe, the light sheds through the trees.*

Post-task sentence: *Highlight the stage for the audience to focus.*

Both translations provided in pre-task and post-task sentences provide literal translations to the expressions, in which the pre-task sentence describes the actual light. While the post-task refers to physically lighting the stage. In both sentences, the academic meaning of the expression is missing.

**Expression 2: يتطرق إلى**

Pre-task sentence: *You must deal with a broken car.*

Post-task sentence: *It addresses to the house after work.*

The pre-task sentence provided “deal with” as a translation to the expression which conveys the meaning closely. However, it was used in a literal and practical situation, which reflects a misunderstanding of the expression's figurative and academic use. For the post-task sentence, the student provided an effective translation which is “addresses” but produced a grammatically and semantically incorrect sentence.

**Expression 3: ذاع صيته**

Pre-task sentence: *Every tongue speaks his name.*

Post-task sentence: *My brother became famous after his concert.*

The pre-task sentence attempts to capture the idea of the expression's meaning. However, it is unnatural in English, indicating a literal and awkward translation. While the post-task sentence is clear, grammatically correct, and conveys the intended meaning effectively.

**Expression 4: ممَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *There is no doubt that he is the thief.*

Post-task sentence: *There is no doubt that this man is the murderer.*

Both sentences succeeded in providing an accurate translation for the expression besides the effective use in sentences.

**Expression 5: وَعِلَاوَةَ عَلَى ذَلِكَ**

Pre-task sentence: *Adding to that, you must also buy a car.*

Post-task sentence: *Moreover, we will resume the discussion.*

The sentence provided by the pre-task and the sentence provided by the post-task conveyed the appropriate meaning of the expression by providing, adding to that, and moreover, as translations. in which they are used in a fluent and cohesive sentences.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *In comparison to this, your phone is much better.*

Post-task sentence: *Photos are Good in shadow in contrast of the sun.*

The expression was accurately translated in the pre-task sentence. However, the post-task sentence uses “in contrast of”, which is incorrect and less precise translation.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ**

Pre-task sentence: *The people behind the stage is worth mentioning.*

Post-task sentence: *It's important to note the hard work of our teachers.*

The pre-task sentence shows an overall understanding of the expression. However, it is misused in the sentence, demonstrating a structural issue. While the post-task sentence is more cohesive and fluent. Yet, the use of “it is important to note” as a translation is not the most accurate equivalent for the expression.

**Expression 8: وَعَلَى النَّقِيضِ مِنْ ذَلِكَ**

Pre-task sentence: *In contrast, I say to take the northern path.*

Post-task sentence: *In contrast to cars, planes are faster.*

Both sentences offered effective translations for the expression, in addition to appropriate sentence usage. While the post-task sentence uses the full form of “in contrast” followed by comparative statement for full contextualization.

**Expression 9: بعبارة أخرى**

Pre-task sentence: *In other words, you can make it to the big stage.*

Post-task sentence: *In other hand, people are not perfect creatures.*

The pre-task sentences provide an appropriate translation for the expression with the effective usage. On the other hand, the post-task sentence uses the phrase “in other hand” which is both grammatically correct and a misrepresentation of the intended meaning of the expression.

**Expression 10: لا بد من الإشارة الى**

Pre-task sentence: *We must refer to heroes of this country as icons.*

Post-task sentence: *Must be mentioned the efforts of our mothers.*

The pre-task sentence points out the overall meaning of the expression. However, it's not the accurate alternative. While the translation provided by the post-task is closer, however, it is grammatically incorrect and the sentence can benefit from refinement to be fully meaningful.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *On the other hand, we must attend to the meeting.*

Post-task sentence: *On the other hand, you must paint the house blue.*

The translation provided in both pre-task and post-task sentences is effective. Although the sentences are slightly cohesive, they are a bit incomplete in order to show the correct concession.

**Expression 12: رغم أن**

Pre-task sentence: *Despite of the environment, we must survive.*

Post-task sentence: *Despite of the car broken, the family are safe.*

Both sentences attempted to convey the appropriate meaning of the expression by using “despite of”. However, “despite of” by its own is incorrect, in addition to structural issues of the sentence indicating confusion.

**Expression 13: من البديهي**

Pre-task sentence: *It's obvious to say that the exam was easy.*

Post-task sentence: *It goes without saying, this man is smart.*

The expression is effectively translated in both sentences in addition to their appropriate use in context.

**Expression 14: خلاصة القول**

Pre-task sentence: *The deduction is everything stays the same except you.*

Post-task sentence: *To summarize with, I'm the one who rules the house.*

The translation provided in the pre-task sentence is awkward and does not reflect natural English. While the post-task sentence demonstrates an overall understanding of the expression's meaning. However, it is misused in the sentence.

**Expression 15: من المسلم به**

Pre-task sentence: *It is given to the fact that Messi is the best player.*

Post-task sentence: *It is given to the fact that music is relaxing.*

The expression was mistranslated in both sentences using unnatural and wrong grammatical structure in English, demonstrating misunderstanding of the proper structure for conveying this expression.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *what attracts the eye is how you managed to survive.*

Post-task sentence: *it is remarkable that music is relaxing.*

The pre-task sentence provides a translation that demonstrates an understanding of the intended meaning, however, it was used in an appropriate context, while the post-task sentence uses the appropriate translation in more fluent and effective contextualization.

**Expression 17: بناء على ذلك**

Pre-task sentence: *Based on his study, the result must be the same.*

Post-task sentence: *Therefore, teamwork is great.*

The pre-task sentence attempts to provide translation that conveys the intended meaning. However, the sentence is ambiguous, does not provide a reasonable meaning. While the post-task sentence, the translation provided is close to the expression's meaning.

**Expression 18: نستهل القول ب**

Pre-task sentence: *To begin with, we thank everyone who came today.*

Post-task sentence: *Let's preface this by saying welcome everyone.*

The expression was successfully translated in the pre-task and post-task sentences, showing a correct understanding of the expression and appropriate usage in context.

**Paper 13:**

Unlike the pre-task, the student translated and used all the expressions in sentences. It was observed that the word choice and sentence usage in the post-task were more developed.

**Expression 01: تسلط الضوء**

Pre-task sentence: *The educational institution must spot the light on studying psychology in every field.*

Post-task sentence: *Teachers shed the light on the negative use of AI in a conference.*

Both pre-task and post-task show coherent and fluent sentences with effective translations. However, “spot the light” is not a natural English expression. And “shed the light on” is correct, though the article the is unnecessary. Both pre-task and post-task sentences provide correct translations, however, a refined version should be “spot light on” and “shed light on”.

**Expression 2: يتطرق إلى**

Pre-task sentence: *no answer.*

Post-task sentence: *People nowadays deal with health problems more than before.*

The pre-task sentence is missing, while the translation provided in the post-task does not accurately convey the meaning of the expression, which is clearly addressing or referring to a specific topic rather than stating a fact. Therefore, the intended meaning is not reflected well in the post-task sentence.

**Expression 3: ذاع صيته**

Pre-task sentence: *no answer.*

Post-task sentence: *Bassem Youssef became famous after defending the Palestinian cause.*

The pre-task sentence is absent, while the post-task sentence translates the expression well and shows a correct understanding and application of the expression in context.

**Expression 4: ممَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *which no doubt in it.*

Post-task sentence: *Students trust ChatGPT unquestionably in a blinded way.*

The pre-task sentence uses a translation that is grammatically incorrect in English, while the post-task sentence uses unquestionably, which conveys the general meaning of the expression, though it is not provided by Reverso.

**Expression 5: وَعَلَاوَةَ عَلَى ذَلِكَ**

Pre-task sentence: *I have to clean the whole house, cook, and on top of that, I have to do my homework.*

Post-task sentence: *Samsung phone has a great camera. Furthermore, its battery lasts all day.*

Both sentences show a clear understanding of the expression's meaning, providing accurate translations in the pre- and the post-task. In addition to the fluent and the accurate structure and usage.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *Compared to/ in contrast of.*

Post-task sentence: *Women in Australia are not that tall compared to the height of women in Iceland.*

The pre-task sentence showed only translation for the expression providing compared to and in contrast of. Compared to is correct, while in contrast of is wrong. For the post-task sentence, it uses compared to in a well-structured sentence demonstrating improved understanding.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ**

Pre-task sentence: *There are a lot of topics that are worth to mention in podcasts.*

Post-task sentence: *It's worth recalling that not every employee had an experience before starting their job.*

The pre-task provides a partially accurate translation to the expression, which uses a grammatically incorrect structure. The post-task sentence uses “it’s worth recalling” which is grammatically correct translation provided by Reverso. The sentence shows more natural and appropriate English.

**Expression 8: وعلى النقيض من ذلك**

Pre-task sentence: *no answer.*

Post-task sentence: *Teachers' old method is very traditional. By contrast, nowadays it is modern and effective.*

The pre-task sentence is missing. The post-task sentence provided accurate translation to the expression with appropriate application.

**Expression 9: بعبارة أخرى**

Pre-task sentence: *You can say I like you in other words, such as I adore you.*

Post-task sentence: *The exam was so hard to put it in another way, it was for advanced students.*

The translation provided in both pre-task and post-task sentences convey the intended meaning of the expression, showing an understanding and effective usage.

**Expression 10: لا بد من الإشارة الى**

Pre-task sentence: *It must be referred to.*

Post-task sentence: *It must be mentioned that Kaftan is Algerian and not Moroccan.*

Both pre-task and post-task sentences show a partial accuracy in translating the expression. The pre-task sentence is incomplete and shows an awkward structure, while the post-task sentence is well-structured, though the translation provided is not the exact accurate translation. Still, it conveys the general meaning of the expression.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *On the other hand /or side.*

Post-task sentence: *New York is full of opportunities. On the other hand, it is very loud and crowded.*

The pre-task provides accurate alternatives to the expression. However, it lacks contextualization. The post-task provides a well-structured sentence demonstrating an understanding of the expression with effective use.

**Expression 12: رغم أن**

Pre-task sentence: *Although*

Post-task sentence: *Although I was sick, I still managed to do my homework.*

The pre-task includes only a translation without context, making it complete. Concerning the post-task, the response demonstrates a clear understanding and accurate application of the expression.

**Expression 13: من البديهي**

Pre-task sentence: *It is obvious that my sister is trying to hide something.*

Post-task sentence: *Obviously, we can't finish the project without the required materials.*

This student correctly understood the meaning of the expression in a way that the translation provided is appropriate with an appropriate application.

**Expression 14: خلاصة القول**

Pre-task sentence: *to sum up.*

Post-task sentence: *In short, AI is a beneficial tool if you know how to use it.*

The phrase provided in the pre-task aligns with the meaning of the expression, but it is incomplete. It functions as a translation. While a post-task sentence effectively conveys the meaning of the expression with accurate translation.

**Expression 15: من المسلم به**

Pre-task sentence: *no answer.*

Post-task sentence: *it is commonly recognized that English is the most used language in the world.*

The student did not provide pre-task sentence. But the post-task sentence reflects the intended meaning in an accurate context.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *no answer.*

Post-task sentence: *it is noticeable that the environment is getting corrupted.*

The pre-task sentence is missing. While the post-task sentence provides an accurate translation to the expression, though the sentence would benefit from refinement in wording in order to be more fluent.

**Expression 17: بناء على ذلك**

Pre-task sentence: *you can answer based on real life experience.*

Post-task sentence: *based on the news, the economy of Algeria is getting improved.*

Both pre-task and post-task sentences provide appropriate translations with effective contextualization.

**Expression 18: نستهل القول ب**

Pre-task sentence: *we can simplify it by saying that the students' procrastination affects on their studies.*

Post-task sentence: *we start by saying that climate change is a global concern.*

The pre-task sentence does not appropriately convey the intended meaning of the expression. In contrast, the post-task sentence demonstrates a more accurate understanding and application of the expression.

**Paper 21:**

The post-task performance of the student indicated the use of more effective English equivalents to the expressions besides more acceptable phrasing.

**Expression 01: تسلط الضوء**

Pre-task sentence: *The main purpose of the religion is to shed the light upon the ones that are astray.*

Post-task sentence: *The researcher shed light upon a concept that was too ambiguous.*

Both translations, provided in pre-task and post-task sentences, demonstrate an effective understanding of the expression's meaning and sentence usage.

**Expression 2: يتطرق إلى**

Pre-task sentence: *no answer.*

Post-task sentence: *The philosopher Karl Max addressed the issues within the social class.*

There is no attempt was made to use the expression in the pre-task, while the post-task sentence provides a correct translation and contextually appropriate use. With a slight refinement that would make the sentence more natural.

**Expression 3: ذاع صيته**

Pre-task sentence: *known in any places.*

Post-task sentence: *Galileo Galilei shot to fame because of his theory all planets revolved around the Sun.*

The pre-task sentence is grammatically incorrect and incomplete, while the post-task sentence showed a coherent use and effective translation to the expression.

**Expression 4: مِمَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *Islam is the only true religion, no doubt about it.*

Post-task sentence: *Messi is undoubtedly the best player alive.*

Both post-task and pre-task sentences demonstrate a clear understanding of the expression by offering effective translations.

**Expression 5: وَعَلَاوَةَ عَلَى ذَلِكَ**

Pre-task sentence: *In addition to what I told, that was the truth.*

Post-task sentence: *In addition to being athletic, he.*

The student provided effective translation in both pre-task and post-task. However, the pre-task sentence is a bit unclear and its structure is not coherent besides the post-task sentence which is left unfinished.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *In comparison to what's being said, what I believe in is the truth*

Post-task sentence: *The movie was enjoyable, but it doesn't compare to the original book.*

Both pre-task and post-task sentences demonstrate in the good understanding of the expression's meaning. The pre-task sentence still needs a clear phrasing, while the post-task sentence is more natural and contextually appropriate.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ**

Pre-task sentence: *What should be said is what you believe in.*

Post-task sentence: *It's worth noting that the new policy will affect all employees, not just managers.*

The pre-task sentence did not accurately reflect the meaning of the expression by misusing both translation and sentence use. However, the post-task sentence is a clear and contextually relevant sentence, providing the correct equivalent of the expression.

**Expression 8: وَعَلَى النقيض من ذلك**

Pre-task sentence: *In contrast to what I said earlier is the truth.*

Post-task sentence: *The first project was completed ahead of schedule. In contrast, these on done faced multiple delays.*

The pre-task sentence demonstrated a clear understanding of the expression. However, the sentence structure is awkward. For the post-task, the use of in-contrast correctly highlights the accurate meaning of the expression. However, there was a typographical error in “these on done”.

**Expression 9: بعبارة أخرى**

Pre-task sentence: *In other words, Islam is the only true religion.*

Post-task sentence: *The experiment failed to produce results. In other words, the hypothesis was incorrect.*

The student showed an accurate recognition of the expression in both pre-task and post-task sentences, in which the translations provided were accurately used in context.

**Expression 10: لابد من الإشارة الى**

Pre-task sentence: *We have to mention that Messi is the best football player alive.*

Post-task sentence: *It must be noted that not all participants completed the survey.*

The student attempted to convey the accurate meaning of the expression in the pre-task. However, the phrase “we have to mention that” is slightly more informal. While the post-task sentence used the phrase “it must be noted that” which is correctly used in a formal and contextually appropriate context.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *From another point of view, your personality is stunning.*

Post-task sentence: *The hotel is expensive. On the other hand, it offers exceptional service.*

Both pre-task and post-task sentences attempted to convey the meaning of the expression appropriately. However, the pre-task sentence provided a translation which is weaker than the one provided in the post-task.

**Expression 12: رغم أن**

Pre-task sentence: *no answer.*

Post-task sentence: *Although it was raining, they decided to go for a bike.*

The student doesn't provide a translation in the pre-task, while the post-task sentence demonstrates a better understanding of the expression's meaning and its usage in context.

**Expression 13: من البديهي**

Pre-task sentence: *Obviously, Islam is the only true religion.*

Post-task sentence: *She was obviously excited about the news, judging by her big smile.*

The student translated the expression appropriately in the pre-task and post-task sentences, in which the context was appropriate and clearly expresses the meaning of the expression.

**Expression 14: خلاصة القول**

Pre-task sentence: *Conclusively, this is the truth.*

Post-task sentence: *The bottom line is that we need to finish the project by Friday.*

Both attempts provided by pre-task and post-task sentences to translate the expression are appropriate. However, the pre-task context is a bit unclear, while the post-task sentence is coherent and more fluent.

**Expression 15: من المسلم به**

Pre-task sentence: *Evidentially, Islam is about fairness.*

Post-task sentence: *Admittedly, the task was more challenging than I expected.*

The pre-task sentence provided evidentially as a translation to the expression. It can demonstrate an overall meaning of the expression; however, it is not the accurate equivalent of it. On the other hand, the post-task sentences used admittedly, which is more appropriate and aligned with the intended meaning of the expression.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *What attracts me the most is her beauty.*

Post-task sentence: *Remarkably, he finished the entire marathon despite being sick.*

The pre-task sentence does not accurately reflect the meaning of the expression, while the post-task sentence demonstrates a clearer and more accurate translation and application of the expression.

**Expression 17: بناء على ذلك**

Pre-task sentence: *On that evidence, we speak the truth.*

Post-task sentence: *The team made their decision based on that new data which showed a significant improvement.*

The pre-task sentence provided on the evidence of translation to the expression, which is a partial attempt that is less natural, and the sentence itself lacks clarity. The post-task sentence is used based on that more accurately in a clear and logical context.

**Expression 18: نستهل القول بـ**

Pre-task sentence: *no answer.*

Post-task sentence: *We begin by saying that all participants must arrive 15 minutes early for the meeting.*

The student did not provide a response in the pre-task, while the post-task sentence uses the accurate translation for the expression in a clear context.

**Paper 28:**

The student left unanswered responses in the pre-task. In contrast, the post-task was all completed. The overall performance of the post-task demonstrates a good vocabulary selection and proper context.

**Expression 01: تسلط الضوء**

Pre-task sentence: *The teacher spots the light on using AI in exams.*

Post-task sentence: *We have to spot light on the issue of the affection of AI on the brain.*

Both pre-task and post-task sentences uses “spot the light on” and “spot light on” as a translation of the expression. Though it conveys the overall meaning, it is misused in the sentences. The correct phrase is shed light on.

**Expression 2: يتطرق إلى**

Pre-task sentence: *Getting directly to the point helps the teacher to know the subject.*

Post-task sentence: *As a researcher, I have to deal with multiple factors to address my research problems.*

The pre-task sentence does not show a correct understanding of the expression, in which the sentence provided is unclear, while the post-task sentence is clearer, indicating a better application in context.

**Expression 3: ذاع صيته**

Pre-task sentence: *no answer.*

Post-task sentence: *The use of AI became famous nowadays.*

There was no answer in the pre-task, while the translation provided in the post-task indicates an overall understanding, till it's slightly awkward in this context.

**Expression 4: ممَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *Without any doubt, the exam questions are going to be indirect.*

Post-task sentence: *This project undoubtedly will hit the Jackpot.*

Both sentences convey the accurate meaning of the expression, though slight changes in word order could make them sound more natural.

**Expression 5: وَعِلَاوَةَ عَلَى ذَلِكَ**

Pre-task sentence: *Using AI in your daily life is helpful in addition to your personal skills.*

Post-task sentence: *Moreover, Palestinians do not even need to leave their lands.*

Both sentences succeeded in conveying the appropriate meaning of the expression. However, the pre-task sentence could benefit from a better structure for more coherence.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *The new generation is really independent by comparing it with the old one.*

Post-task sentence: *Compared to that, planning early is better than random works.*

Both sentences attempted to convey the appropriate translation of the expressions. However, they could benefit from better structure.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ**

Pre-task sentence: *no answer.*

Post-task sentence: *The project was a success and it's worth mentioning that the team worked really hard.*

No answer was provided in the pre-task, while the post-task provided a sentence that conveyed the meaning and used the translation appropriately within the sentence.

**Expression 8:** وعلى النقيض من ذلك

Pre-task sentence: *no answer.*

Post-task sentence: *E-commerce, by contrast is most useful nowadays.*

No answer was given in the post-task, while the post-task sentence offers effective translation with appropriate usage.

**Expression 9:** بعبارة أخرى

Pre-task sentence: *Freedom is to live without limits. In other words, it is happiness.*

Post-task sentence: *In other words, what is language contact?*

Both pre-task and post-task sentences used “in other words” as a translation of the expression, which conveys the correct meaning. However, the post-task sentence is less clear because it just introduces a question without any context.

**Expression 10:** لابد من الإشارة الى

Pre-task sentence: *no answer.*

Post-task sentence: *It must be noted that the overuse of AI might lead to intellectual disability.*

No response was provided in the pre-task sentence, while the post-task sentence uses the correct translation in appropriate use.

**Expression 11:** من ناحية أخرى

Pre-task sentence: *Teachers are responsible about their lessons, in another way. Learners should respect that.*

Post-task sentence: *AI is so helpful for discussion ideas. In another side, it limits our creation.*

Both sentences attempted to provide an effective translation to the expression. However, the translations provided are not accurate to convey the appropriate meaning. As well as the poor structure in both sentences, which they need refinements for better coherence.

**Expression 12: رغم أن**

Pre-task sentence: *no answer.*

Post-task sentence: *Although translation method is good for understanding another language, but it limits the development process.*

The student did not attempt to translate or use the expression in the pre-task, while in the post-task, the sentence shows an understanding of the expression's meaning, but it has one structural issue. When using “although,” “but” should not be included in the same sentence.

**Expression 13: من البديهي**

Pre-task sentence: *From the obvious to fast Ramadan.*

Post-task sentence: *However, obviously on this long period of time, we will never forget our brothers in Palestine.*

The pre-task and post-task sentences attempt to convey the meaning by providing “obvious” and “obviously” as translations to the expression. However, the phrasing in the sentences is awkward.

**Expression 14: خلاصة القول**

Pre-task sentence: *At the end of this session, each student is required to summarize the lesson.*

Post-task sentence: *To sum, what we have seen in Palestine is that human rights are frequently violated.*

The pre-task sentence does not accurately convey the meaning of the expression, while the post-task sentence shows a better understanding of the expression with a slight change in wording in which “to sum” could be changed “to sum up” for formal use.

**Expression 15: من المسلم به**

Pre-task sentence: *no answer.*

Post-task sentence: *It is generally recognized that effective communication is crucial for leadership success.*

There is no attempt to translate or to use the expression in the pre-task, while the post-task provides a translation which accurately reflects the meaning of the expression with the correct and natural use in context.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *The use of new vocabulary in your presentation is impressive.*

Post-task sentence: *Notably, the Palestinians' voice has been missed.*

The pre-task sentence does not reflect the expression's meaning, while the post-task sentence uses effective translation with a well-structured sentence.

**Expression 17: بناء على ذلك**

Pre-task sentence: *Depending on your previous studies, you will get to the highest mark.*

Post-task sentence: *Sales dropped last quarter. Based on that, we need a new strategy.*

The pre-task sentence used a translation expressing a similar idea to the expression's meaning, while the post-task sentence used “based on” that correctly demonstrating a good understanding of how to convey its meaning.

**Expression 18: نستهل القول ب**

Pre-task sentence: *Any academic research should start with a well-structured introduction.*

Post-task sentence: *Start by saying what you need. Do not hesitate.*

In the pre-task sentence, the meaning of the expression was aligned. However, the phrasing did not incorporate the expression. The post-task sentences did not appropriately reflect the expression, as it lacked the formal tone or structure.

**Paper 23:**

Both performances in the pre-task and post-task indicated an effective understanding of the expressions' meanings, along with sentences usage. However, several expressions were left with no response in the pre-task while they were completed in the post-task.

**Expression 01: تسلط الضوء**

Pre-task sentence: *Social media platforms shed the light on non-significant individuals.*

Post-task sentence: *The president highlighted that the government is working on the current economic situation regarding the importation issues.*

The pre-task sentence attempted to convey the accurate meaning of the expression. However, the translation provided is a bit literal from Arabic, and the phrase of non-significant individuals

is awkward, while the post-task sentence provided an effective translation with appropriate use in context.

**Expression 2: يتطرق إلى**

Pre-task sentence: *We tackled important matters in the meeting.*

Post-task sentence: *The king addresses his people every Saturday.*

The pre-task sentence partially conveys the intended meaning by providing “tackled” as translation. However, it shows a meaning of dealing with an issue rather than simply referring to a topic. The post-task sentence provides addressed as a translation which fits the intended meaning. Yet, the sentence does not directly reflect the accurate meaning of the expression.

**Expression 3: ذاع صيته**

Pre-task sentence: *He got famous after streaming continuously for 78 hours.*

Post-task sentence: *A lot of influencers were shot to fame after doing scandals.*

The pretext sentence uses “got famous” which is commonly used in informal and casual contexts. Still, it conveys the general idea of becoming known. The post-task sentence uses the phrase “were shot to fame” which aligns with the meaning of the Arabic expression. However, the phrase “after doing scandals” is awkward and can benefit from a more natural phrasing.

**Expression 4: مِمَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *Al-Khawarizmi is undoubtedly who founded mathematics.*

Post-task sentence: *Gold prices are undoubtedly rising day by day.*

Both pre-task and post-task sentences provided “undoubtedly” as a translation to the expression, which conveys the appropriate meaning. However, the pre-task sentence lacks a slight refinement for full contextualization. A better sentence would be “Al-Khawarizmi is undoubtedly the founder of mathematics”.

**Expression 5: وَعَلَاوَةَ عَلَى ذَلِكَ**

Pre-task sentence: *She succeeded in her university exams in the training on top of that.*

Post-task sentence: *She speaks English, French, Spanish, and moreover, she is learning Russian.*

The pre-task sentence provides a correct equivalent to the expression which is on top of that. However, the sentence is unclear and improperly structured, while the post-task sentence uses, moreover, accurately in a coherent context. Yet, the use of (and) is unnecessary.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *Android phones are more sustainable compared to Apple phones.*

Post-task sentence: *National schools have higher rates of success compared to universities.*

Both sentences successfully use “compared to” to express the meaning of the expressions. In addition to the fluent and coherent use in sentences.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ**

Pre-task sentence: *It is important to mention that a blood test must be held in her case.*

Post-task sentence: *It is important to note that people in Gaza haven't received any aids for 50 days.*

Both sentences demonstrate a correct understanding of the expression's meaning by providing accurate translations in English, showing fluency and well-structured sentences with minor issues (must be held can be corrected into would be conducted or carried. The word “aids” can be changed into “aid” for more fluency)

**Expression 8: وعلى النقيض من ذلك**

Pre-task sentence: *University students are not supposed to receive knowledge from the teachers only. On the contrary, they should look.*

Post-task sentence: *Teaching primary school pupils English is not an easy task. On the contrary, it is very hard.*

Both sentences succeeded in providing the correct translation of the expression which is “on the contrary”. However, the pre-task sentence is incomplete, affecting the clarity and the coherence of the sentence.

**Expression 9: بعبارة أخرى**

Pre-task sentence: *In other words, she doesn't want to go to school today.*

Post-task sentence: *I told her, in other words, that your work cannot be accepted by the university.*

Both sentences show an appropriate understanding of the expression by translating it into “in other words”. The pre-task sentence is clear and cohesive, while the post-task sentence demonstrates a complex structure requiring attention to pronoun agreement for full accuracy.

**Expression 10: لابد من الإشارة الى**

Pre-task sentence: *no answer.*

Post-task sentence: *It must be noted that student personalities differ as well as their living styles.*

There is no attempt of translating or using the expression in the pre-task. While the post-task appropriately uses “it must be noted that” which is a correct equivalent to the expression. However, the use of “living styles” in the sentence would be more naturally expressed as “lifestyles” for more fluency.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *Sam loves the beach, but Eve, on the other hand, prefers the pool.*

Post-task sentence: *She was battling cancer on one hand, and family issues, on the other hand.*

Both sentences showed an appropriate understanding of the expression. The pre-task sentence provides a contrast, while the post-task sentence provides two sides of a difficult situations. Both uses are correct and meaningful.

**Expression 12: رغم أن**

Pre-task sentence: *She had a car accident, although she drives carefully.*

Post-task sentence: *Even though she was sick, she came to help me.*

Both sentences reflect the accurate meaning of the expression. They show clear contrast and they are grammatically correct.

**Expression 13: من البديهي**

Pre-task sentence: *It's obvious that taking another researcher's topic is plagiarism.*

Post-task sentence: *It goes without saying that Israel stole the Palestinian land.*

The pre-task and post-task sentences succeeded in conveying the intended meaning of the expression using natural and appropriate sentences.

**Expression 14: خلاصة القول**

Pre-task sentence: *The bottom line is that the western world uses a double standard policy.*

Post-task sentence: *Bottom line is that the USA is helping Israel with the genocide.*

“The bottom line” was appropriately used in both sentences, though the post-task sentences could be slightly improved by adding “the” in the beginning. The intended meaning is clear, and the function of the expression is correctly reflected.

**Expression 15: من المسلم به**

Pre-task sentence: *no answer.*

Post-task sentence: *It is acknowledged that researchers must respect the participants' confidentiality.*

No attempt was made to use the expression in the pre-task. However, in the post-task, the sentence provided a correct and appropriate equivalent of the expression, conveying an accurate and understandable meaning.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *no answer.*

Post-task sentence: *It is remarkable How time flies.*

No answer was given in the pre-task. While the post-task sentence is correct but may reflect some influence from Arabic phrasing. A better version would be “It's surprising how quickly time flies”.

**Expression 17: بناء على ذلك**

Pre-task sentence: *The train leaves at 10 a.m. Based on that, I left to the station at 8 a.m.*

Post-task sentence: *Based on that email that I received, I stayed home.*

Both pre-task and post-task sentences correctly used “based on that” to reflect the meaning of the expression. The ideas shown are clear and well-structured.

**Expression 18: نستهل القول ب**

Pre-task sentence: *no answer.*

Post-task sentence: *We begin by saying how lucky we are to be here today.*

No answer was provided in the pre-task. while the post-task sentence uses an equivalent phrase to show the meaning of the expression, showing a good grasp of the meaning and the function.

**Paper 12:**

The post-task performance of the student highlighted the more effective translations and implementation.

**Expression 01: تسلط الضوء**

Pre-task sentence: *The teacher of methodology sheds light specific terms like cognitive, affective.*

Post-task sentence: *The teacher highlighted the importance of the use of AI in education.*

Both sentences reflected the intended meaning of the expression. The pre-task needed a minor correction for grammar by adding “on” after “sheds light”, while the post-task sentence is accurate and more natural.

**Expression 2: يتطرق الى**

Pre-task sentence: *The president point out the importance of protecting our environment.*

Post-task sentence: *The administration dealt with absentees during Ramadan.*

The pre-task sentence uses a phrase which can be close to the intended meaning of the expression. However, it's not the accurate match for it. While the post-task sentence provides a translation that conveys the overall meaning of the expression, still, the sentence could benefit from more refinement for full coherence.

**Expression 3: ذاع صيته**

Pre-task sentence: *Our university will be famous among international universities.*

Post-task sentence: *Chomsky became famous as a cognitivist in the mid-20th century.*

Both sentences demonstrate an effective understanding of the expressions with appropriate application.

**Expression 4: مِمَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *Undoubtedly, I will be graduated next year.*

Post-task sentence: *There is no doubt that listening skill is essential to master a language.*

Both sentences succeeded in conveying the meaning of the expression. However, the pre-task sentence contains a grammatical error. The correct form is “undoubtedly, I will graduate next year”. In addition to the post-task sentences, in which a slight improvement would be to say “listening skills are essential”.

**Expression 5: وَعِلَاوَةً عَلَى ذَلِكَ**

Pre-task sentence: *Furthermore, I am a teacher at university.*

Post-task sentence: *In addition, there is no chance to add supplement sessions in statistics.*

Both sentences show a good grasp and use of the expression. The pre-task sentence is correct and appropriate, while the post-task sentence conveys the intended meaning. However, it needs a slight improvement in vocabulary that “supplement sessions” should be “supplementary sessions” to be grammatically correct.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *Linguistic field is more complicated compared to literature.*

Post-task sentence: *Compared to your colleagues, you have a high mark.*

Both sentences showed a correct understanding of the expression. However, this pre-task sentence could be made more natural as “the field of linguistics is more complicated compared to literature”. In the post-task sentence, it is better to say, for example “compared to your colleagues, your mark is higher” to avoid the slightly awkward phrasing of “you have a high mark”.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ**

Pre-task sentence: *It is important to study grammar in this phase.*

Post-task sentence: *It is important to note that your exams will be well-structured.*

*The pre-task sentence showed an attempt to convey the meaning of the expression, however it does not reflect the idea of highlighting a notable point, while the post-task sentence better reflects the meaning of the expression using more accurate translation.*

**Expression 8: وعلى النقيض من ذلك**

Pre-task sentence: *She likes swimming and playing football. In contrast, she hates hiking.*

Post-task sentence: *In contrast, behaviorism perspective was different from cognitivist perspective.*

Both sentences demonstrate a correct recognition of the expression. The pre-task sentence is well-structured. However, the post-task sentence needs a slight grammar correction. It should be, in contrast, the behaviorist's perspective was different from the cognitivist's perspective to improve clarity.

**Expression 9: بعبارة أخرى**

Pre-task sentence: *In other words, linguistic field is different from literature.*

Post-task sentence: *In other words, language is a human entity that differs totally from other beings.*

Both pre-task and post-task sentences offered effective equivalents to the expression. However, they didn't clearly rephrase a previous idea for more accurate use of the expression.

**Expression 10: لا بد من الإشارة الى**

Pre-task sentence: *It's necessary to inform you that your presence will be obligatory.*

Post-task sentence: *We have to point out that studying in the evening is boring.*

The pre-task conveys a meaning of giving instructions rather than pointing out noteworthy facts, in which it doesn't quite reflect the intended meaning of the expression. The post-task sentence is closer to the intended meaning using a well-structured sentence.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *In other words, phonetics is the study of sound from different aspect.*

Post-task sentence: *On the other hand, using translation is a factor that help learners learn.*

The pre-task sentence uses the phrase “in other words” which is unrelated to the intended meaning of the expression. The post-task sentence uses the correct expression “on the other hand”. However, it feels incomplete without the other side of the contrasting idea.

**Expression 12: رغم أن**

Pre-task sentence: *Although I'm exhausted, I don't give up.*

Post-task sentence: *Although I feel sick, I have to go to work.*

Both sentences used an accurate translation for the expression with natural and accurate use.

**Expression 13: من البديهي**

Pre-task sentence: *It's evident to say one plus one equals two.*

Post-task sentence: *Obviously, there are four seasons in a year.*

The pre-task sentence attempts to convey the meaning but sounds a bit awkward. It's better to say “it is obvious that one plus one equals two”. While the translation in the post-task sentence is correct and conveys the meaning in a natural way.

**Expression 14: خلاصة القول**

Pre-task sentence: *To conclude, your survey is well structured.*

Post-task sentence: *In short, researcher should take into consideration the important factors in his study.*

The pre-task sentence attempts to provide a translation that conveys the accurate meaning of the expression. However, the phrase “to conclude” cannot accurately fit in brief and direct sentences, it goes more with longer paragraphs. While the post-task sentence provides the phrase “in short” which appropriately conveys the intended meaning. And the sentence maintains grammatical agreement.

**Expression 15: من المسلم به**

Pre-task sentence: *It's clear that sun arises from the west.*

Post-task sentence: *no answer.*

In the pre-task, the students provided inappropriate translation to the expression in addition to scientifically incorrect sentence. While in the post-task, no attempt was made to translate or use the expression.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *no answer.*

Post-task sentence: *It's remarkable that the development of economy in Algeria has meaningful on people.*

The student did not provide an answer in the pre-task, while the post-task offers an effective translation to the expression. However, the sentence contained grammatical accuracies. The corrected version would be “it's remarkable that the development of the economy in Algeria has a meaningful impact on people”.

**Expression 17: بناء على ذلك**

Pre-task sentence: *Based on your survey, I feel it in honestly.*

Post-task sentence: *Therefore, you should add our survey in your research.*

The student tries to convey the intended meaning of the expression; however, the pre-task sentence is grammatically awkward. A more appropriate version would be, based on your survey, I answered it honestly. For the post-task, the use of “therefore” could more reflect the meaning of the expression, however, it can also benefit from a structured phrasing. Like, “therefore, you should include our survey in your research”.

**Expression 18: نستهل القول ب**

Pre-task sentence: *We start our discussion about the use of AI in education.*

Post-task sentence: *Let's begin by saying I'm not a doctor.*

The student demonstrates an understanding of the expression's meaning in both sentences by providing effective translations. The pre-task and the post-task sentences are appropriate and grammatically accurate.

**Paper 24:**

Both performances in the pre-task and post-task are quite similar, yet for some expressions, the post-task sentences indicate more fluency.

**Expression 01: تسلط الضوء**

Pre-task sentence: *Spot the Lights on the Younger Generation.*

Post-task sentence: *This TV show highlights the Palestinian case.*

The Pre-Task Sentence tried to convey the intended meaning of the expression; however, structure is unnatural in English. It is derived from the Arabic language, misusing the phrase, “spot the light”. While the Post-Task Sentence is correct and appropriate, it effectively uses the verb “highlight” to accurately convey the meaning of the expression.

**Expression 2: يتطرق إلى**

Pre-task sentence: *addressing the common society problems.*

Post-task sentence: *My classmate's presentation touches on WWT.*

The meaning of the expression was attempted to be conveyed in the pre-task sentence. However, it is unnatural in English. While the post-task sentence provides “touch-on” as an effective translation to the expression with appropriate application.

**Expression 3: ذاع صيته**

Pre-task sentence: *The new worker became famous among his co-workers.*

Post-task sentence: *This guy became famous after saving his neighbor.*

Both sentences succeeded in conveying the intended meaning of the expression reflecting a correct context in which the expression is typically used.

**Expression 4: ممَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *Undoubtedly, we are going to pass the exam tomorrow.*

Post-task sentence: *Undoubtedly, Islam is the right path.*

The sentences in the pre-task and post-task demonstrate correct understanding of the expression by providing “undoubtedly” as an English equivalent. In addition to the appropriate usage in context.

**Expression 5: وَعِلَاوَةَ عَلَى ذَلِكَ**

Pre-task sentence: *In addition to the exam, we will be having a test.*

Post-task sentence: *And moreover, other areas have been attacked.*

Both sentences indicate a good recognition of the expression's meaning followed by appropriate use. Yet, in the post-task sentence, the use of “and” before “moreover” is unnecessary. In which, starting by “moreover” could make the sentence even stronger.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *Compared to their level, they did very well.*

Post-task sentence: *Compared to me, she is more patient.*

Both sentences provided “compared to” as a translation to the expression, which accurately conveys the intended meaning. Besides appropriate contextualization showing effective sentence construction and clarity.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ:**

Pre-task sentence: *It is worthy mentioning their great efforts.*

Post-task sentence: *It is worth not that they did great work.*

Both sentences attempted to translate the expression well, however, they both contained grammatical errors. The pre-task sentence uses worthy incorrectly; it should be placed with “it is worth mentioning”. The post-task sentence includes the error “worth not” that should be corrected to “worth noting”.

**Expression 8: وعلى النقيض من ذلك**

Pre-task sentence: *On the other hand, you need to improve your accent.*

Post-task sentence: *On the contrary, the other city is luxurious.*

Both sentences provided effective translations to the expression. However, they feel incomplete in which they should be preceded by a previous idea for full concession.

**Expression 9: بعبارة أخرى**

Pre-task sentence: *In another expression, those people are really oppressed.*

Post-task sentence: *In other words, this case is getting worse.*

The pre-task sentence uses “in another expression” as an English equivalent. However, it reflects a direct translation of the Arabic expression. While the post-task sentence demonstrated a proper use of the phrase “in other words” as an English equivalent.

**Expression 10: لا بد من الإشارة الى**

Pre-task sentence: *It must be noted that the sources are not enough.*

Post-task sentence: *It must be noted that she worked harder.*

Both pre-task and post-task sentences provided an effective translation to the Arabic expression with appropriate application, indicating a good understanding.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *In another hand, success requires time.*

Post-task sentence: *On the other hand, their mother is against this travel.*

The pre-task sentence mistranslated the expression by providing “in another hand”, yet it conveys the overall meaning. The post-task sentence properly uses the expression “on the other hand” to translate the Arabic expression. However, the phrase “this travel” could be replaced with “this trip” to be more meaningful.

**Expression 12: رغم أن**

Pre-task sentence: *Although she did work hard, she failed.*

Post-task sentence: *Although she didn't study hard, she succeeded.*

Both the pre-task and post-task sentences demonstrate a correct understanding and use of the expression “although” which is an appropriate translation of the Arabic expression, the contrast is clearly expressed in both cases.

**Expression 13: من البديهي**

Pre-task sentence: *That is obvious that Ramadan is on Saturday.*

Post-task sentence: *Obviously, their great work will be rewarded.*

The pre-task sentence and the post-task sentence provided effective translations to the expression. However, the pre-task sentence is grammatically incorrect. The phrase “that is not obvious that” is not proper English. It could be corrected to “it is obvious that”. The post-task sentence is grammatically correct and fluent, using the word “obviously” appropriately in context.

**Expression 14: خلاصة القول**

Pre-task sentence: *In conclusion, hard work really pays off.*

Post-task sentence: *In short, we should all take part of this case.*

Both pre-task and post-task sentences succeeded in providing an effective translation to the expression, which are “in conclusion” and “in short”. The sentence in pre-task is grammatically correct, aligning well with the meaning of the expression. The post-task sentence is also correct and properly uses the expression in context. However, the phrase “take part of this case” could be rephrased into “take part in this case”.

**Expression 15: من المسلم به**

Pre-task sentence: *There is no doubt that Islam is the truth.*

Post-task sentence: *Admittedly, the religion of Islam is the truth.*

The translation provided in the pre-task sentence does not accurately convey the intended meaning of the Arabic expression, though the sentence is grammatically correct. While the post-task sentence provided “admittedly” which conveys a generally accepted fact capturing the correct meaning of the expression with appropriate contextualization.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *It is remarkable that they finished construction this fast.*

Post-task sentence: *Remarkably, their culture is various.*

Both pre-task and post-task sentences demonstrated a good understanding of the expression by providing correct equivalents. However, in the post-task sentence, the use of the word “various” would be better changed into “diverse”.

**Expression 17: بناء على ذلك**

Pre-task sentence: *Accordingly, the pandemic is fatal.*

Post-task sentence: *Based on the news, their lives are getting worse.*

The translation provided in both pre-task and post-task sentences succeeded in conveying the intended meaning of the expression. However, the pre-task sentence is unclear, in a way that there is no cause or prior information provided. On the other hand, the post-task sentence is grammatically correct and contextually clear.

**Expression 18: نستهل القول بـ**

Pre-task sentence: *Let's say that this task is rewarding.*

Post-task sentence: *We begin by saying that the authorities must be aware of this pandemic.*

The pre-task sentence does not fully capture the intended meaning of the expression, while the post-task sentence succeeded in providing “We begin by saying that” which is the appropriate equivalent in a well-structured sentence.

**Paper 06:**

The post-task answers were more relevant and appropriately structured. In comparison to the pre-tasks.

**Expression 01: تسلط الضوء**

Pre-task sentence: *The concept we should shed light on.*

Post-task sentence: *The research is expected to shed light on the importance of early childhood education.*

Both sentences demonstrated a good understanding of the expression. The pre-task sentence sounded like sentence fragment in which it needs to be completed, while the post-task sentence was well-formed and clearly used the expression in context.

**Expression 2: يتطرق إلى**

Pre-task sentence: *The student is getting into explaining the exposé.*

Post-task sentence: *The speaker touched on the issue of climate change.*

The pre-task sentence attempted to convey the overall meaning of the Arabic expression; by providing “getting into”. However, it's not the accurate translation for it, in which it is vague and somewhat informal. While the post-task sentence succeeded in providing the appropriate equivalent, which is “touched on” with successful application.

**Expression 3: ذاع صيته**

Pre-task sentence: *The Maze Runner characters got famous.*

Post-task sentence: *The young artist became famous after his first exhibition.*

Both sentences indicated an overall understanding of the expression's meaning. However, the phrase “got famous” provided in the pre-task sentence is slightly informal, while the post-task sentence is grammatically correct and conveys the meaning accurately.

**Expression 4: مِمَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *There is no doubt that technology changed society.*

Post-task sentence: *He is undoubtedly the best candidate for the job.*

Both sentences successfully expressed the meaning of the expression in addition to proper contextualization.

**Expression 5: وَعَلَاوَةَ عَلَى ذَلِكَ**

Pre-task sentence: *Adding to all what we have said.*

Post-task sentence: *The restaurant has excellent dishes and moreover the service is excellent.*

The pre-task and post-task sentences attempted to convey the intended meaning of the expression. However, the pre-task sentence is unclear, including awkward phrasing. While the post-task sentence conveyed the meaning in a correct and natural context.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *The qualitative research in comparison to quantitative one.*

Post-task sentence: *The quantitative research is compared to qualitative one.*

Both sentences provided effective translations to the expression which are “in comparison to” and “is compared to”. Though the sentences are nearly the same, they are grammatically correct and effectively structured.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ:**

Pre-task sentence: *It's worth mentioning advantages of that.*

Post-task sentence: *It's worth noting that the deadline of the project has extended.*

Both sentences showed an understanding of the expression. However, the pre-task sentence is grammatically awkward, while the post-task sentence succeeded in using the expression in context.

**Expression 8: وعلى النقيض من ذلك**

Pre-task sentence: *In contrast.*

Post-task sentence: *He is not lazy. On the contrary, he works very hard.*

The pre-task sentence provided a translation only to the expression without context and structure. On the other hand, the post-task sentence is accurate, natural, and conveys the intended meaning of the expression.

**Expression 9: بعبارة أخرى**

Pre-task sentence: *In other words, he is going to live with us.*

Post-task sentence: *She failed in the exam. In other words, she didn't revise enough.*

Both pre-task and post-task sentences succeeded in recognizing the intended meaning of the expression. The post-task sentence provided a well-structured context, while the pre-task sentence needs a previous idea to be rephrased.

**Expression 10: لا بد من الإشارة الى**

Pre-task sentence: *no answer.*

Post-task sentence: *no answer.*

This expression was not applied in either pre-task nor post-task. There is no attempt to translate or to use it in context.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *There is the other region on the other side.*

Post-task sentence: *It must be pointed that the regulations have been updated.*

The pre-task sentence is literal, which is not related to a contrasting idea and does not reflect the intended meaning of the expression. While the post-task sentence is totally irrelevant.

**Expression 12: رغم أن**

Pre-task sentence: *Despite of all what happened, we should forget.*

Post-task sentence: *Despite the rain, we still enjoyed the picnic.*

Both sentences provided effective translations to the expression. However, in the pre-task sentence, “despite” should not be followed by “of”, it should be “despite all what happened” instead. In contrast, the post-task sentence is clear and grammatically correct, conveying the intended meaning of the expression.

**Expression 13: من البديهي**

Pre-task sentence: *It's obvious that mentalities are not the same.*

Post-task sentence: *Obviously, we need to find solution to the problem.*

Both pre-task and post-task sentences indicated a good understanding of the expression's meaning. The pre-task sentence is clear and grammatically correct. The post-task sentence also correctly uses the expression. However, it included a minor article omission in which “solution” should be “a solution”.

**Expression 14: خلاصة القول**

Pre-task sentence: *In conclusion, life is hard.*

Post-task sentence: *In sum, the project was a success due to everyone's hard work.*

The sentences in the pre-task and post-task reflected the meaning of the expression well with appropriate usage.

**Expression 15: من المسلم به**

Pre-task sentence: *no answer.*

Post-task sentence: *I took my health for granted until I got sick.*

There is no attempt to translate or use the expression in the pre-task. While in the post-task, attempted to convey the intended meaning of the expression.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *no answer.*

Post-task sentence: *She recovered remarkably quickly from her injury.*

There is no response in the pre-task, while the post-task sentence reflects the intended meaning of the expression in a natural and appropriate way.

**Expression 17: بناء على ذلك**

Pre-task sentence: *no answer.*

Post-task sentence: *The weather was bad. Accordingly, the flight was delayed.*

No answer was provided in the pre-task. While in the post-task, the translation provided was a good equivalent to the expression in a logical and fluent structure.

**Expression 18:** نستهل القول ب

Pre-task sentence: *Based on what's said, presentations were good.*

Post-task sentence: *We begin by saying the evidence supports the theory.*

The pre-task sentence does not reflect the meaning of the expression, in which its use is unrelated. In contrast, the post-task sentence is much closer to the intended meaning providing a proper contextualization.

**Paper 26:**

The student demonstrated an effective understanding of the expression's intended meanings in both tasks. However, some minor issues were observed.

**Expression 01:** تسلط الضوء

Pre-task sentence: *Spot the light on the Previous Studies*

Post-task sentence: *Underlines the words you see in this paper.*

Both sentences attempted to convey the intended meaning of the expression. The pre-task sentence provided the phrase “Spot the Light on” as a translation to the expression. Though it conveys the general meaning of the expression, it is literal and not natural in English. While the post-task sentence provided “underlines” as translation, which is not accurately the appropriate equivalent to the expression, in addition to the poor contextualization.

**Expression 2:** يتطرق إلى

Pre-task sentence: *Addressing these solutions to our society.*

Post-task sentence: *This book touched on political problems.*

Both sentences showed an appropriate understanding to the expression's meaning. The pre-task sentences provided “addressing” as a translation to the expression. However, the sentence lacks

fluency and clarity. While the post-task sentence provided “touched on” as a translation in an appropriate context.

**Expression 3: ذاع صيته**

Pre-task sentence: *He became famous since he wrote about that subject.*

Post-task sentence: *Because of this movie, he became famous.*

The pre-task and the post-task sentences offered effective translation to the expression with appropriate contextualization.

**Expression 4: مِمَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *Undoubtedly that he will punch you later.*

Post-task sentence: *Undoubtedly that what we heard is true.*

Both sentences succeeded in providing the appropriate translation of the Arabic expression. However, they contain a structural issue in which “undoubtedly that” is not grammatically correct in English.

**Expression 5: وَعِلَاوَةَ عَلَى ذَلِكَ**

Pre-task sentence: *In addition to his speech, I want to say.*

Post-task sentence: *and moreover, language contact has a big importance.*

Both sentences demonstrated an understanding of the expression by providing “in addition” and “moreover”. The pre-task sentence is incomplete; the second idea needs to be fully contextualized. While in the post-task sentence, the use of “and” before “moreover” is unnecessary.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *In compared to their level with the other groups, they have writing problems.*

Post-task sentence: *Compared to Messi, Cristiano is more better.*

Both sentences attempted to use the expression by providing “in compare to” and “compared to” as translations, which demonstrates an understanding of the expression's meaning. However, the sentences contain grammatical errors. In the pre-task sentence, “in compared to” is

grammatically incorrect, the correct expression is “compared to”. In the post-task sentence, the phrase “more better” should be only “better”.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ**

Pre-task sentence: *It is worthy to say these words to you.*

Post-task sentence: *It's important to note that I won't teach today.*

The pre-task sentence does not accurately convey the intended meaning of the expression. However, the post-task sentence translated and used the expression correctly and appropriately.

**Expression 8: وَعَلَى النَّقِيضِ مِنْ ذَلِكَ**

Pre-task sentence: *In contrast, your presentation lacks more information.*

Post-task sentence: *On the contrary, the other dress is so beautiful.*

Both pre-task and post-task sentence demonstrated a good attempt to translate the expression. In the pre-task sentence, the student used “in contrast appropriately”, aligning well with the meaning of the expression. For the post-task sentence, the student used “on the contrary”, in which this phrase needs to be preceded by a contradict statement indicating that the sentence is incomplete.

**Expression 9: بَعْبَارَةٌ أُخْرَى**

Pre-task sentence: *In other terms, you don't deserve that mark.*

Post-task sentence: *In other words, we can't solve a problem without discussion.*

The pre-task sentence used the phrase “in other terms” which is not commonly used in English to rephrase an idea. While in the post-task sentence, the use of “in other words” is more appropriate to show the expression's meaning.

**Expression 10: لَا يَدُ مِنَ الْإِشَارَةِ إِلَى**

Pre-task sentence: *It must be mentioned that your lesson is perfect.*

Post-task sentence: *It must be noted that this bag is fake.*

In the pre-task sentence, the use of “it must be mentioned that” as a translation to the expression is less commonly used in English, while the post-task sentence succeeded in providing the effective translation, which is “it must be noted that”, used correctly and fluently in context.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *On the other hand, I still want you to come to the party.*

Post-task sentence: *On the other hand, this class is much warmer than the other.*

Both sentences indicated a good understanding of the expression by providing “on the other hand” as a translation. However, the pre-task sentence needs to introduce a contrast to a previously stated point. For the post-task sentence, it represents comparison or contrast appropriately.

**Expression 12: رغم أن**

Pre-task sentence: *Although he cheated in the exam, he failed.*

Post-task sentence: *Although she came late, she could pass the exam.*

Both sentences demonstrate a good understanding of the expression by providing proper translation in appropriate contexts.

**Expression 13: من البديهي**

Pre-task sentence: *It's obviously that he didn't care about you.*

Post-task sentence: *It's obviously that she hates me.*

The student correctly identified the meaning of the expression. However, the phrase, “it's obviously that” is incorrect. It should be replaced with “it's obvious that”.

**Expression 14: خلاصة القول**

Pre-task sentence: *To sum up your work, you need to write a conclusion.*

Post-task sentence: *In short, I was so happy to see you today.*

Both sentences show a good understanding of the expression's meaning, in which the pre-task sentence used “to sum up” and the post-task sentence used “in short”. However, the pre-task sentence misused the expression in a context that does not reflect the intended meaning of the expression, while the post-task sentence used the expression in a correctly.

**Expression 15: من المسلم به**

Pre-task sentence: *no answer.*

Post-task sentence: *Admittedly.*

There is no attempt to translate or to use the expression in the pre-task. However, in the post-task, the student translated the expression correctly without a full sentence.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *It's remarkable that you bought new outfit.*

Post-task sentence: *It's remarkable that the teacher is not in a good mood.*

The pre-task and post-task sentences provided accurate translation to the expression. Both sentences are grammatically correct and match the meaning of the expression.

**Expression 17: بناء على ذلك**

Pre-task sentence: *Based on previous studies, your presentation lacks.*

Post-task sentence: *Based on that, we can come up with this hypothesis.*

Both sentences showed an understanding of the expression's meaning. However, the pre-task sentence is incomplete. On the other hand, the post-task sentence is clear and correctly uses the expression.

**Expression 18: نستهل القول ب**

Pre-task sentence: *Let's say that this activity is amazing.*

Post-task sentence: *We begin by saying that if you want to reach this kind of luxury life, you should work hard.*

The pre-task sentence does not reflect the intended meaning of the expression, while the post-task sentence fits the expression well, introducing a grammatically acceptable sentence.

**Paper 09:**

The students' pre-task performance indicated that a moderate number of the expressions were translated without contextualization. While in the post-task, there were more expressions used in meaningful sentences.

**Expression 01: تسلط الضوء**

Pre-task sentence: *It highlights the fact that.*

Post-task sentence: *It highlights the importance of AI.*

Both sentences demonstrated an understanding of the expression's meaning. However, the pre-task sentence is unclear. On the other hand, the post-task sentence is much clearer. In which the intended meaning is understandable.

**Expression 2: يتطرق إلى**

Pre-task sentence: *He indulged into.*

Post-task sentence: *He addressed the need to use AI in schools.*

The pre-task sentence uses the phrase “he indulged into”, which is not related to the intended idea of the expression. In addition to being grammatically incorrect. In contrast, the post-task sentence conveys the correct meaning of the expression in an appropriate context.

**Expression 3: ذاع صيته**

Pre-task sentence: *He got famous due to his voice.*

Post-task sentence: *He became famous after that song.*

Both sentences conveyed the appropriate meaning of the expression in full sentences.

**Expression 4: ممَّا لا شكَّ فيه**

Pre-task sentence: *No doubt that MCEB is good.*

Post-task sentence: *There is no doubt that we will win the match.*

The pre-task sentence demonstrated the overall meaning of the expression. However, the structure is awkward and should be refined. While the post-task sentence fully conveys the meaning of the expression in a well-structured sentence.

**Expression 5: وَعلاوة على ذلك**

Pre-task sentence: *On top of that, it won four games.*

Post-task sentence: *Moreover, that contract is really important.*

Both sentences succeeded in conveying the intended meaning of the expression by providing appropriate translations in full contexts.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *Comparing to USB who lost three.*

Post-task sentence: *he is faster compared to.*

Both sentences provided effective translation to the expression, however, they are misused in both tasks.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ:**

Pre-task sentence: *Do not forget to mention ESS.*

Post-task sentence: *It is worth noting that if you lose, you learn.*

The pre-task sentence attempted to convey meaning of the expression, however, it did not accurately reflect the intended meaning. On the other hand, the post-task sentence used the expression appropriately and fluently.

**Expression 8: وعلى النقيض من ذلك**

Pre-task sentence: *On the contrary, (unreadable word) isn't that bad.*

Post-task sentence: *On the contrary, it's a fast car with a good price.*

Both sentences use the expression “on the contrary” which conveys the appropriate meaning of the expression. However, the pre-task sentence meaning is unclear due to unreadable content because of poor handwriting, while the post-task sentence is structurally acceptable.

**Expression 9: بعبارة أخرى**

Pre-task sentence: *In other way, it just works like this.*

Post-task sentence: *In other words, the exam is obligatory.*

The expression used in the pre-task sentence, which is “in other way” is incorrect, in addition to that the sentence is vague and does not clearly convey a meaningful idea. For the post-task sentence, it uses a more appropriate expression which is “in other words” in a clear and appropriate sentence.

**Expression 10: لا بد من الإشارة الى**

Pre-task sentence: *We must mention LSS for its history.*

Post-task sentence: *It should be pointed out that the referee wasn't fair.*

In the pre-task sentence, the intended meaning of the Arabic expression is generally captured by using “we must mention”. For the post-task sentence, it accurately reflects the meaning of the expression in a more enhanced sentence.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *From the other side, MCB never lost.*

Post-task sentence: *Better scout him now while he's young. On the other hand, we have enough talent.*

The phrase “from the other side” used in the pre-task sentence is literal and incorrect translation of the expression, it does not convey the intended meaning, and the sentence is unnatural in English. For the post-task sentence, it demonstrates a better understanding of the expression. However, the structure is somewhat awkward. A more refined version would improve clarity and coherence.

**Expression 12: رغم أن**

Pre-task sentence: *Though it's important, nobody cares.*

Post-task sentence: *Although its.*

The pre-task sentence correctly conveys the appropriate meaning of the expression in a grammatically acceptable sentence. On the other hand, the full-task sentence is incomplete, in which the meaning is missing.

**Expression 13: من البديهي**

Pre-task sentence: *It's obvious that when you study.*

Post-task sentence: *Obviously, you need to focus.*

The pre-task sentence provided an effective translation to the expression. However, the sentence lacks full contextualization. Meanwhile, the post-task sentence succeeded in providing the appropriate translation in an acceptable context.

**Expression 14: خلاصة القول**

Pre-task sentence: *In conclusion.*

Post-task sentence: *in sum, you must win.*

In the pre-task, the student translated the expression without contextualization. In the post-task, the sentence is clear, conveying the appropriate meaning of the expression, though the use of “in sum” could be less common in general contexts.

**Expression 15: من المسلم به**

Pre-task sentence: *It's agreed upon.*

Post-task sentence: *It's given that it rains in this time of the year.*

The pre-task sentence used the phrase “It's agreed upon” which conveys the overall meaning of the expression. However, it's not fully contextualized. Concerning the post-task sentence, the meaning of the expression is shown in an acceptable context.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *It's (unreadable word) that.*

Post-task sentence: *It's remarkable that he hasn't lost in two years.*

In the pre-task sentence, there is unreadable word, making it difficult to assess the translation and use of the expression. While in the post-task sentence, the intended meaning of the expression is well conveyed in a grammatically correct sentence.

**Expression 17: بناء على ذلك**

Pre-task sentence: *Based on that.*

Post-task sentence: *Based on that, we can (unreadable word) tomorrow.*

In the pre-task sentence, the expression is correctly translated. However, the sentence is incomplete. In the post-task sentence, the translation provided is effective and the structure showed an improvement in using the expression. However, the unreadable word hinders the understanding of the expression's application.

**Expression 18: نستهل القول ب**

Pre-task sentence: *we start with.*

Post-task sentence: *Let's start by saying, I wish I came earlier.*

The pre-task sentence provided a correct and simple translation of the expression; however, it lacks full context. The post-task sentence is grammatically correct, conveying the intended meaning of the expression appropriately.

**Paper 27:**

The post-task performance demonstrated an enhanced understanding of the expressions to be incorporated in acceptable contexts in comparison to the pre-task. Although in some cases, both performances needed more structured phrasing.

**Expression 01: تسلط الضوء**

Pre-task sentence: *The topic is highlighted by you is inaccurate.*

Post-task sentence: *Highlights the need of a teacher.*

The pre-task sentence attempted to convey the meaning; however, the structure is unnatural. While the post-task sentence is clear and correctly used the verb “highlights” though it's missing a subject.

**Expression 2: يتطرق إلى**

Pre-task sentence: *You need to address the issue.*

Post-task sentence: *It addresses the subject.*

Both sentences conveyed the intended meaning of the expression appropriately in a proper context.

**Expression 3: ذاع صيته**

Pre-task sentence: *This celebrity is getting famous.*

Post-task sentence: *Shot to fame after this song.*

Both sentences demonstrated a good understanding of the expression's meaning. However, the post-task sentence needs a clear subject for grammatical completeness.

**Expression 4: مِمَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *No doubt in that he is dead.*

Post-task sentence: *There is no doubt that he is Algerian.*

The pre-task sentence attempts to reflect the meaning of the expression, but it is grammatically incorrect, the use of “no doubt in that” should be replaced with “there is no doubt that”. On the other hand, the post-task sentence provided an accurate translation in an accurate context.

**Expression 5: وَعَلَاوَةَ عَلَى ذَلِكَ**

Pre-task sentence: *Even though we need to add,*

Post-task sentence: *Furthermore.*

The pre-task sentence does not reflect the meaning of the expression. While the post-task sentence uses “furthermore” correctly as a translation. However, it is not a complete sentence.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *in comparison of all this candy, the blue is the sweetest.*

Post-task sentence: *Compare with other books, it is cheap.*

Both sentences demonstrated a general understanding of the expression's meaning, however, they include issues in usage. The pre-task sentence contains grammatical error. The correct phrase is “in comparison with” instead of “of”. In the post-task sentence, the structure is awkward, the sentence should be structured as “compared with other books, it is cheap”.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ**

Pre-task sentence: *Must be mentioned.*

Post-task sentence: *It is important to note that it is 9 PM.*

The pre-task sentence stands as a translation to the expression only, without full context. The post-task sentence succeeded in translating the expression and using it in a coherent sentence.

**Expression 8: وَعَلَى النقيض من ذلك**

Pre-task sentence: *In contrary, it doesn't make sense.*

Post-task sentence: *In contrast, they hate Russians.*

In the pre-task sentence, the phrase “in contrary” is incorrect, the corrected version is “on the contrary”. In addition to that, the sentence lacks clarity. For the post-task sentence, the use of “in contrast” is appropriate. Similarly to the pre-task sentence, they need to be preceded by a contradict idea to be fully meaningful.

**Expression 9: بعبارة أخرى**

Pre-task sentence: *In another word*

Post-task sentence: *In another word, he is special.*

Both sentences attempted to translate the expression. However, the phrase “in another word” is grammatically incorrect, it should be corrected into “in other words”, the pre-task sentence lacked full contextualization, in which only translation was provided, while in the post-task sentence, it was used in a grammatically acceptable sentence.

**Expression 10: لا بد من الإشارة الى**

Pre-task sentence: *These behaviors must be mentioned.*

Post-task sentence: *Must be mentioned, Algeria is powerful.*

Both sentences showed a general understanding of the expression's meaning. The pre-task sentence was acceptable, while the post-task sentence was grammatically incorrect. It needed to include a clear subject and to be refined with a proper structure.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *You should take it from another perspective.*

Post-task sentence: *On the other hand, I will do it.*

The use of “from another perspective” as a translation in the pre-task sentence conveyed the intended meaning of the expression. Similarly, the post-task sentence used “on the other hand, though the sentence needed a clear contrast with the previous idea.

**Expression 12: رغم أن**

Pre-task sentence: *Even though.*

Post-task sentence: *Although she was mad, she did no reaction.*

In the pre-task, the expression was correctly translated. However, it is not used in a meaningful context. On the other hand, the post-task sentence provided a clearer context though the phrase “she did no reaction” is better replaced with “she did not react”.

**Expression 13: من البديهي**

Pre-task sentence: *Obviously, it's easy.*

Post-task sentence: *It goes without saying we are the best.*

Both sentences reflected the intended meaning of the expression by translating it into “obviously” and “it goes without saying”. The pre-task sentence is grammatically correct; however, it lacks depth. The post-task sentence is well-structured, yet the coordinating conjunction “that” should be added after “saying”.

**Expression 14: خلاصة القول**

Pre-task sentence: *The summary of what I said.*

Post-task sentence: *To sum up, I don't need it anymore.*

The pre-task sentence just translates the expression without using it in context in a way that it's not natural in English. For the post-task sentence, it's clear and correct and the expression is used properly.

**Expression 15: من المسلم به**

Pre-task sentence: *While taking in granted.*

Post-task sentence: *for granted.*

In both tasks, the general meaning is expressed. However, no full sentences were provided. The pre-task sentence is grammatically incorrect. It should be “taking it for granted”. In the post-task sentence, also the phrase provided lacks clarity in context.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *It's appealing to see.*

Post-task sentence: *It is remarkable that they had no assist.*

The pre-task sentence deviated from the appropriate meaning of the expression which is “remarkable” or “noteworthy”. The post-task sentence correctly reflects the meaning of the expression in a proper context, but the word “assist” should be in the plural form “no assists”.

**Expression 17: بناء على ذلك**

Pre-task sentence: *Based on that, I am not joining a club.*

Post-task sentence: *Therefore, we can't argue.*

The pre-task sentence uses the correct phrase “based on that” to reflect the meaning of the expression in a meaningful sentence. For the post-task sentence, it uses a different connector, which is “therefore”; still, it is related and conveys the same logical meaning. And the sentence is grammatically correct.

**Expression 18: نستهل القول ب**

Pre-task sentence: *We begin with.*

Post-task sentence: *Let's preface this by saying, have a good day and goodbye.*

In the pre-task, a clear translation to the expression is provided, but it doesn't form a full thought. In contrast, the post-task sentence uses the expression in an appropriate way. The phrase “let's paraphrase this by saying” is an effective equivalent of the Arabic expression.

**Paper 20:**

The post-task performance highlighted the development of translation and application in context.

**Expression 01: تسلط الضوء**

Pre-task sentence: *Theory ladness, it sheds light on the idea that facts are interpreted through lens of prior knowledge.*

Post-task sentence: *The IKEA effect sheds light on the unconscious assumptions.*

Both sentences succeeded in providing the effective translation, which conveys the intended meaning of the expression. However, the pre-task sentence includes a phrase “theory ladness” which is unclear. While the post-task sentence is well-structured, and the expression is used in an appropriate context.

**Expression 2: يتطرق الى**

Pre-task sentence: *Qualitative research delving into exploring complexities of human nature.*

Post-task sentence: *Psychological learning theories address the unique capacities of young brains.*

The pre-task sentence attempted to convey the general meaning of the expression by providing “delving into” which is close, however, it does not accurately reflect the appropriate meaning.

While the post-task sentence uses “address” in a correct and contextually appropriate context conveying the intended meaning.

**Expression 3: ذاع صيته**

Pre-task sentence: *(Unreadable word) transltion emerged first in earlier of 20th century.*

Post-task sentence: *Benjamin Bloom shot to fame in the early 20th century.*

The pre-task sentence deviated from the appropriate meaning of the expression, though it seems to relate to emergence or popularity. Also, the sentence is grammatically awkward. For the post-task sentence, the meaning of the expression is well transformed by providing “shot to fame” as an equivalent.

**Expression 4: مِمَّا لَا شَكَّ فِيهِ**

Pre-task sentence: *Findings in qualitative research tend to undoubtable due to its statistical nature.*

Post-task sentence: *The online educational platforms are undoubtedly aid students.*

In the pre-task sentence, the translation provided which is “undoubtable” is an incorrect word form, it should be “undoubtedly” in addition to the unclear meaning of the sentence. For the post-task sentence, the translation provided is more accurate “undoubtedly”. However, the sentence is grammatically unnatural.

**Expression 5: وَعِلَاوَةَ عَلَى ذَلِكَ**

Pre-task sentence: *Plasticity of children brain allows them to learn faster in addition to their ego involvement.*

Post-task sentence: *On top of that, sociologist plays a vital role in social realities.*

Both sentences succeeded in translating the expression in English by providing “in addition to” and “on top of that”. In the pre-task sentence, the phrase “ego-involvement” could be rephrased for more clarity. The post-task sentence can add the article “a” before “sociologist” to be fully correct.

**Expression 6: بالمقارنة مع**

Pre-task sentence: *Adult's way of learning is different comparing to children learning.*

Post-task sentence: *Modern teaching methods came against traditional teaching.*

In the pre-task sentence, the intended meaning of the expression is well conveyed in the phrase “comparing two”. However, the post-task sentence does not convey comparison, in which the phrase “came against” implies concession rather than comparison.

**Expression 7: مِنَ الْجَدِيرِ بِالذِّكْرِ**

Pre-task sentence: *It's important to highlight that numbers don't spread for themselves but the researchers who decide how to interpret them.*

Post-task sentence: *It's important to mention that children possess a unique value.*

Both sentences demonstrated an effective understanding of the expression's meaning. By using, “it's important to highlight” in the pre-task and “it's important to mention” in the post-task. However, the pre-task sentence contains awkward phrasing, while the post-task sentence is more accurate.

**Expression 8: وَعَلَى النَّقِيضِ مِنْ ذَلِكَ**

Pre-task sentence: *Researchers start with one conclusion and interpret it in a way that contradict others.*

Post-task sentence: *In contrast, we cannot ignore the fact that we are human beings.*

The pre-task sentence conveys the idea of contradiction. However, it expresses contrast through content, not through direct linguistic translation. For the post-task sentence, it directly uses the translation of the expression “in contrast”. And the structure of the sentence is correct and logically established.

**Expression 9: بَعْبَارَةٌ أُخْرَى**

Pre-task sentence: *in other words, you can be hard work if you rely on the book of its works.*

Post-task sentence: *In other words, textbook is like a guiding map.*

The pre-task sentence uses a correct phrase “in other words”. However, the sentence is grammatically and semantically unclear. The post-task sentence also uses the correct equivalent and the sentence is grammatically clearer and structurally more meaningful.

**Expression 10: لَا يَدُ مِنَ الْإِشَارَةِ إِلَى**

Pre-task sentence: *It's important to highlight that your interflows differs you from others.*

Post-task sentence: *It must be noted that discrimination in work places is a crime.*

In the pre-task sentence, the general meaning of the expression is demonstrated, however, the sentence contains grammatical issues. The word “interflows” is unclear or misused. In addition to “differs you” which is incorrect. For the post-task sentence, it correctly uses the expression in a meaningful statement.

**Expression 11: من ناحية أخرى**

Pre-task sentence: *In another hand, every thing change when you start from yourself.*

Post-task sentence: *In another hand, personal creation starts from self-acceptance.*

Both pre-task and post-task sentences translate the expression into “in another hand” which is incorrect, it should be “on the other hand”. Also, they both lack a preceding idea to fulfill the confession.

**Expression 12: رغم أن**

Pre-task sentence: *We share same objective despite the differences of our personalities.*

Post-task sentence: *Despite the difficulties, it is good to learn languages.*

Both sentences reflect an effective understanding of how to translate or to use the expression. Although the pre-task sentence includes a minor error in which the article “the” should be added before “same”.

**Expression 13: من البديهي**

Pre-task sentence: *It's obvious to claim that you are unique version in the world.*

Post-task sentence: *I am allergic to cats, obviously I play with them.*

Both sentences showed an attempt to translate the expression into “it's obvious” and “obviously”. Though the translations provided are accurate, the pre-task sentence is unnatural in English, while the post-task sentence is logically contradictory.

**Expression 14: خلاصة القول**

Pre-task sentence: *To sum up, self-confidence starts with embracing inner flows.*

Post-task sentence: *In short, plagiarism is unethical practice in research.*

Both sentences provided proper translations to the expression in addition to the appropriate use. The pre-task sentence has a minor typo, in which “iner” should be “inner” while the post-task sentence, the article “an” is missing before “unethical”.

**Expression 15: من المسلم به**

Pre-task sentence: *It admitted that*

Post-task sentence: *bias in qualitative paradigm mainly it accepted.*

The pre-task sentence provided only a translation to the expression without context. Yet, the phrase provided is grammatically incorrect. For the post-task sentence, it is grammatically incorrect and unclear. It suffers from word issues and omission of necessary articles. It should be fully refined for better clarity.

**Expression 16: من اللافت للنظر**

Pre-task sentence: *no answer.*

Post-task sentence: *no answer.*

The expression was not attempted to be used in either the pre-task or the post-task sentences.

**Expression 17: بناء على ذلك**

Pre-task sentence: *Building upon this.*

Post-task sentence: *no answer.*

The pre-task sentence attempted to use the expression by providing the phrase “building upon this” which partially conveys the intended meaning; however, it lacks a clear context. In the post-task, there was no response.

**Expression 18: نستهل القول بـ**

Pre-task sentence: *no answer.*

Post-task sentence: *no answer.*

The student did not attempt to translate or use the expression in both tasks.

## 2.12. Findings and Discussion

The task was conducted in two stages to evaluate students' performances before and after the use of Reverso context application. The comparison aimed at investigating the impact of machine translation on vocabulary selection and contextual usage.

The pre-task results revealed a various performance level among the participants. Some of the students' answers demonstrated an appropriate understanding of the expressions by providing effective translations applied in well-structured sentences. This indicated the high linguistic ability. For example, the expression *مِمَّا لَا شَكَّ فِيهِ* was used in coherent sentences such as “*There is no doubt that he is the thief*” and “*working on vocabulary will undoubtedly develop speaking skills*”. However, several issues were identified such as partial answers, unclear meanings and translations without context. In many cases, students translated the expressions without complete sentences in addition to others in which the sentences were grammatically awkward or semantically unclear. For instance, “*my father, well-known as a wisdom*” and “*in addition to your business*”. Moreover, some expressions were left without answers as the expression *من المسلم به* that appeared to be challenging to the majority. Besides incorrect translations, in illustration, the expression *مِنَ الْجَدِيرِ بِالذِّكْرِ* was translated into “*depends on that*”. There was a remarkable reliance on literal translation. For instance, “*on the other side, it is good to do mistakes to learn from them,*” which hindered creativity and full comprehension of the idiomatic meaning of the expression.

These results laid the foundation for exploring the influence of Reverso application in supporting the student's vocabulary learning in the subsequent task.

Analysis of the post-task results revealed a noticeable overall progress in students' translations and contextualization of the Arabic expressions resulting from the use of Reverso.

The post-task sentences showed more appropriate vocabulary selection and contextual implementation, besides enhanced sentence structure.

The use of Reverso enabled the students not only to provide effective English equivalents of the Arabic expressions, but also integrating them into complete and meaningful sentences. Challenging expressions such as *من المسلم به* and *نستهل القول ب* were translated more appropriately in the post-task, often using phrases such as “*we begin by saying*” and “*admittedly*” applied in the students' responses “*We begin by saying that if you want to reach this kind of luxury life, you should work hard,*” and “*Admittedly, the religion of Islam is the truth*”.

It should be mentioned that the students who left expressions unanswered succeeded in completing all or most of the expressions in the post-task, indicating increased engagement and improved understanding of the correct vocabularies and their application.

These findings support the work of Cancio et al (2021) who reported that the impact of Google Translate on L2 writing quality measures indicates a higher accuracy and syntactic complexity of the groups who had access to the GT compared to the groups who had not. Showing its benefits and encouraging the integration of GT as a learning tool.

In contrast, Lamis Omar (2021), investigated the use and abuse of machine translation in vocabulary acquisition among L2 Arabic-speaking learners and reported that several challenges could be encountered by the students such as like lexical order and non-logical arrangements of words in specific order, besides the lack of context in real-life communication, which may mislead the students to express ideas effectively. Furthermore, the findings revealed that online translators might not represent an optimal approach to deal with vocabulary acquisition difficulties unless it is supported by advanced metacognitive strategies such as critical thinking and using words in context.

Even though, some grammatical issues remained, such as redundancy “and *moreover*” and occasional inaccuracies in prepositions usage.

In conclusion, the post-task results highlighted the use of Reverso positively influenced students’ vocabulary development and syntactic skills, aiding their improvement in producing accurate and contextually appropriate translations.

### **2.13. Focus group overview**

The primary aim of the focus group was to investigate student’ perceptions toward the use of reverso context application as a vocabulary learning tool in English as a foreign language. In addition to their views on the importance of vocabulary learning, vocabulary learning methods and machine translation. The focus group session took place after using Reverso application to translate 18 Arabic expressions and use them in meaningful sentences. It was conducted in presence in university classroom setting and was managed by the researcher using a semi structured format. The conversation was audio recorded with students’ approval and later transcribed for analysis. The participants consisted of around 30 EFL students with intermediate to upper-intermediate proficiency levels. They shared their attitudes toward the effectiveness of

reverso application on vocabulary learning. The audio was transcribed verbally to ensure accuracy. A thematic analysis was employed to identify the main patterns within the data.

### **2.13.1 Importance of vocabulary:**

According to participants, vocabulary plays a fundamental role in language learning. This can be seen in their responses, *such as: "If we have short vocabulary, we cannot produce sentences. But if we have short grammar, we can"*. Another added: *"Vocabulary always comes first"*. An example of building a house without materials provided to demonstrate that vocabulary is the essential building blocks of language recognition and use; in illustration: *"Basically, how can you build a house without specific materials? So, vocabulary always comes first"*. These responses demonstrate that the students prioritize vocabulary as a foundation of language learning.

### **2.13.2 Vocabulary learning methods:**

Responses from participants demonstrated that they used several methods for vocabulary learning frequently. for instance, extensive reading and listening, translating and using bilingual dictionaries, this was noted in students' responses *"Excessive reading and listening"* and *"Looking for words and translating each one"*. Most of them agreed that the practice of translating from one language to another is more frequent in learning vocabulary. In addition, they highlighted the main benefits and issues of the translating from one language to another, they stated that *"translating from one language to another or bilingual learning is acceptable and very effective if you are a beginner"* and *"during looking for a new word in English. Meanwhile, I'm looking for this word. I came across other words.so it leads to unconscious or unintentional learning"*. In contrast, they reported that *"it fosters dependence on L1"*, furthermore they emphasized that *"the context of application in one language is not necessarily the same context of application in another language"*. These practices indicate the variety of students' approaches in vocabulary learning besides the emphasis on translation in which can be effective in particular cases and hindering in others.

### **2.13.3 Machine translation:**

In the context of machine translation, the students expressed their experience of using tools such as Google Translate. Some of them appreciated its usefulness in providing immediate translations. On the other hand, they criticized the translation quality by saying *"It gives you*

literal translation. Other student said “So, it simply gives word-for-word translations”. Other pointed out the cultural nuances that are often not considered by machine translation, this is evident in “*Even if the AI doesn't make mistakes. It won't respect the cultural differences. So, if you're trying to translate religious input, it might give you wrong translations*”. And “*machine translation, regardless of how developed they are, With the use of AI, they will miss some cultural nuances*”. The students’ responses highlighted their awareness of the capacities and the drawbacks of machine translation in which it should paired with critical thinking, for example “*You cannot rely on machine only; you have to use your mind. So, it requires critical thinking*”.

### **2.13.4 The Use of Reverso context application:**

The students reflected the ease of use of the application, the remarked that “*It's easy to use. It's easy to use. It is very easy, yeah, the switch up between languages, the multi-choices it gives you. It's easy and smooth. It's also rapid. I think this is one of the best applications I've tried so far when it comes to translation, the reason is that because it gives you incomplete sentences, it pushes you to give more effort to complete these examples. It is very useful*”. This revealed the accessibility and the efficient functionality especially in smoothness and rapidity, in addition to the ability to switch between the languages.

### **2.13.5 Translation Quality:**

According the students, the translations provided by reverso are accurate and contextually appropriate, it is viewed in their responses “*I think so far so good,*” and “*Yes, very accurate*”. Some of them expressed their concerns about using other words on different contexts, a students mentioned “*Maybe if we try other words, it might not be the same context*”. Overall, the students appreciated the contextual examples that reverso offers which indicate the broader application of translations rather than offering surface-level equivalents only.

### **2.13.6 Vocabulary Improvement:**

Comparing between the pre-task in which the students translated and used the Arabic expressions without AI, and the post-task in which they utilized reverso, they noticed an improvement in word choice and sentence usage, they commented “*Yes, the application was very helpful in providing examples in an accurate way,*” in addition to “*Providing different examples in different contexts*”. However, the issue of confusion was highlighted in “*So, the first time we tried it, I had one translation in my mind. But now, we have a lot of options. It kind*”

*of mixed things for me. What should I choose? Is this is right or this? It is somehow confusing”*. Another student pointed out the awareness of using and placing the translations as reverso provides different translations in different places in sentence, this is viewed in *“When you see multi-words like multi -choices, it gives you also the context it's being used at. For example, ما لا شك فيه. If you want to start the sentence with something like there is no doubts, money is power. When it's in the middle, it's different, so... You'll find like another word. You should pay attention how it is placed and how is it used”*.

### **2.13.7 Advantages and Disadvantages of Reverso Application:**

In their responses, the students mentioned that reverso has several disadvantages such as saving time and enhancing writing quality, in addition to lexical development, they remarked *“I might use it to save time,” “it might be used to assist writing,” “I will use it because it's useful and helpful,” “It will definitely help to enrich vocabulary,” “I think when using this app, you will have a good luggage of vocabularies to use in both speaking and writing”*. Others suggested that it may be more beneficial when it is used to translate from English to English, they stated *“I will be more careful in choosing items that I find in the app. It would be more helpful if you use it to translate English to English to discover new words and vocabularies”*. In contrast, they argued that it may have counterproductive effects, a students commented that a friend of his, his writing was not that bad, he started relying on these apps. Particularly, this one. The app starts giving him very complex words and he was not capable to put these words into good use. Thus, his writing becomes pretentious and not natural at all. The students' views revealed that the use of reverso application is effective in given conditions while the over reliance on it could cause issues like complex or even awkward writing productions.

This reinforces the arguments made by Tuilan et al (2023) who claimed that the students' perspectives toward the use of machine translation in their language learning process are positive. However, the heavy reliance on those tools might hinder the students' competency and self-reliance. Thus, the use of machine translation tools should be regarded to its potential drawbacks without neglecting the important role of online machine translation tools when it is integrated effectively by the teachers.

## **2.14. Conclusion**

In summary, this chapter outlined the research methodology and the analysis obtained from the pre-task and post-task findings as well as the data collected from the focus group discussion. The finding highlighted the contribution of Reverso application as a machine translation tool in

students' vocabulary and sentence structure development. Furthermore, the students expressed positive attitudes toward the use of Reverso considering its potential drawbacks.

# General Conclusion

## General conclusion

Nowadays, with the rise of technology in education, the wide use of machine translation tools for vocabulary learning as an indispensable aspect of language learning becomes important to be addressed. Therefore, the primary aims of this study were to assess the impact of machine translation tools, particularly Reverso context application on vocabulary development and students' attitudes toward the use of MT for vocabulary learning. To accomplish these aims, a comparative qualitative approach was employed to obtain the data from a task consisting of two stages. The first stage is a pre-task in which the students were required to translate 18 Arabic expressions and use them in meaningful sentences without machine translation tools. The following stage is a post-task that the students were instructed to translate the same Arabic expressions with the support of Reverso application along with a semi-structured focus group discussion.

The pre-task analysis revealed diverse proficiency level among the students. The findings demonstrated that there is an effective understanding of the expressions in some students' answers that provided appropriate English equivalents in proper contexts. On the other hand, several issues were observed such as incomplete responses, translations without contexts and ambiguous meanings in which the sentences were grammatically incorrect or semantically unclear. Moreover, some expressions received no response, whereas others contained incorrect translations. The results also showed a reliance on literal translations which limited students' creativity and accurate interpretation of the idiomatic meaning of the expressions.

The post-task findings highlighted an overall improvement of students' performance mainly on vocabulary choice, appropriate contextualization, in addition to improved sentence construction. Besides providing accurate translations to the expressions, the use of Reverso allowed the students to incorporate the expressions into complete and meaningful sentences. Furthermore, the students noticeably completed all or most of the expressions unlike the pre-task in which many expressions were left unanswered. This indicated the enhanced understanding of appropriate vocabularies and their usage. However, there were minor detected issues such redundancy and incorrect prepositional usage.

The first research question focuses on the impact of machine translation on vocabulary development which led to the formulation of the following hypothesis: students will demonstrate a progress in vocabulary translation and usage after using Reverso application. The finding of this research supports this hypothesis by highlighting that Reverso context

application is an effective machine translation tool for vocabulary development. It enhances the students' ability to translate and use vocabularies efficiently.

The second research question explores students' perceptions toward the use of machine translation, especially Reverso for vocabulary learning. And the following hypothesis was formulated to address them: students will exhibit enhanced attitudes toward machine translation tools after using Reverso application in a vocabulary task. The results indicated a praise of the application's ease of use, rapidity and suggested contextual examples. The students perceived its translations as generally accurate. However, some of them experienced confusion because of the multiple translation options. It was also noted that the excessive reliance on this application potentially leads to complicated phrasing and unnatural syntax.

One of the limitations of the study is that some students completed the pre-task only while others completed the post-task only which influenced the comparison of both tasks. Furthermore, a pair of papers lacked participants' identification which confused the researcher. Some answers were unclear due to poor handwriting, while a number of sentences were incomplete or syntactically and grammatically awkward that added complexity to the analysis. Moreover, the internet access took a brief wait to start the post-task using Reverso application. In addition, this research measured vocabulary improvement over a short period.

The key recommendations derived from this study is for future studies to expand on this research by examining long-term vocabulary retention or addressing other language skills such as speaking confidence.

In conclusion, this study underscores the strategic use of machine translation tools in encouraging an enhanced, learner-centered approaches for vocabulary instruction.

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# Appendix

**Students' Pre-Task and Post-Task Copies:**

<https://drive.google.com/file/d/1-5BeJ-3i1NsAPX36CiBdnRnpru-rkqjD/view?usp=drivesdk>

**Focus Group Transcription:**

[https://drive.google.com/file/d/1-FB\\_7Zi1ixs1SzCqxSUW52r5G2geFkkX/view?usp=drivesdk](https://drive.google.com/file/d/1-FB_7Zi1ixs1SzCqxSUW52r5G2geFkkX/view?usp=drivesdk)

## ملخص

لقد أصبحت الترجمة الآلية أداة مهمة لتعلم المفردات في التعليم الحديث. وبناء على ذلك، هدفت هذه الدراسة إلى التحقيق في فعالية تطبيق الترجمة Reverso Context في تنمية المفردات. وقد استخدمت هذه الدراسة تصميمًا شبه تجريبي تَصَنَّمَنَ مقارنةً بين نشاط يتعلق بترجمة مفردات عربية إلى اللغة الإنجليزية واستعمالها في جمل مفيدة بدون استعمال الترجمة الآلية. يتبعه نشاط يتعلق بترجمة نفس المفردات العربية ووضعها في سياق مفهوم باستعمال تطبيق الترجمة Reverso Context لقياس تأثيره على تطوير المفردات. بالإضافة إلى ذلك، تم إجراء مناقشة (focus group) لإستكشاف تجارب وملاحظات الطلبة نحو استعمال الترجمة الآلية، بالخصوص هذا التطبيق في تعلم المفردات. و على إثر ذلك، كشفت النتائج أن استعمال تطبيق Reverso ساهم في تطور ترجمة الطلاب للمفردات ووضعها في جمل مفيدة. كما أعرب الطلبة عن إهتمامهم باستعمال هذا التطبيق حيث قَدَّرُوا خصائصه مثل سهولة الإستخدام وسرعة الأداء إلى جانب الأمثلة التي يوفرها. بالرغم من ذلك، أبدى بعضهم مخاوف تتعلق بحالات من الإرتباك بسبب تعدد الإختيارات التي يوفرها التطبيق أو الإعتقاد المفرط على هذا النوع من الأدوات مما قد يؤدي إلى إستخدام لغوي معقد ومتصنع. وفي النهاية، تسلطت هذه الدراسة الضوء على دور أدوات الترجمة الآلية في تعلم المفردات وتؤكد على أهمية دمجها الفعال في البيئة التعليمية.