

มุมมองของผู้เรียนต่อการจัดกิจกรรมแบบเน้นภาระงาน
สำหรับการจัดการเรียนการสอนที่เน้นผู้เรียนเป็นสำคัญในรายวิชาการแปล
Student Perceptions towards Task-Based Learning
in a Student-Centered Translation Classroom

Received : 2022-01-20 Revised : 2022-06-01 Accepted : 2022-07-12

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บทคัดย่อ

งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาการจัดการเรียนการสอนในรายวิชาการแปล โดยเน้นการศึกษาเพื่อการพัฒนาการจัดการเรียนการสอนที่เน้นผู้เรียนเป็นสำคัญในรูปแบบการเน้นภาระงาน (a task-based learning approach) สำหรับรายวิชาการแปลนั้น ผู้ทำวิจัยพบว่าแม้จะมีการเน้นการทำแบบฝึกหัดเพื่อฝึกฝนทักษะการแปล แต่การเรียนรู้ในห้องเรียนส่วนใหญ่ยังคงเน้นการสอนที่เน้นผู้สอนเป็นศูนย์กลาง ด้วยเหตุนี้ ผู้ทำวิจัยจึงมีความสนใจเป็นอย่างยิ่งที่จะพัฒนารูปแบบการสอนรายวิชาการแปลให้มีประสิทธิภาพและส่งเสริมการเรียนรู้ของผู้เรียนให้เกิดการสร้างความรู้และพัฒนาตนเองให้ได้มากที่สุด เนื่องจากทักษะการแปลภาษาถือเป็นทักษะที่สำคัญเป็นอย่างมากสำหรับสังคมในศตวรรษที่ 21 ซึ่งถือได้ว่าเป็นยุคแห่งข้อมูลข่าวสาร ภาษาถือเป็นเครื่องมือหรือตัวกลางสำคัญในการขับเคลื่อนการแลกเปลี่ยนข้อมูล (Kapur, 2014, หน้า 55) ผู้เข้าร่วมวิจัยเป็นนิสิตเอกภาษาอังกฤษ ระดับปริญญาตรี จำนวน 94 คน และอาจารย์ผู้สอนรายวิชาการแปล จำนวน 5 คน เครื่องมือที่ใช้ในการวิจัยได้แก่ 1) แบบสังเกตการเรียนการสอนรายวิชาการแปล 2) แบบสำรวจพฤติกรรมการเรียนรู้สำหรับนิสิต 3) แบบสัมภาษณ์นิสิต และ 4) แบบสัมภาษณ์อาจารย์ สติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ความถี่ คำร้อยละ และการวิเคราะห์ข้อมูลเชิงคุณภาพด้วยการวิเคราะห์เนื้อหา (content analysis) และการจัดกลุ่มตามประเด็นที่ศึกษา (qualitative themes) ผลการวิจัยพบว่า 1) ระดับความพึงพอใจโดยรวมของนิสิตในการสอนแบบเน้นผู้เรียนเป็นศูนย์กลางโดยใช้การเรียนรู้แบบเน้นภาระงานอยู่ในระดับมาก ($\bar{x} = 4.72$) 2) นิสิตส่วนใหญ่มีความพึงพอใจในบทบาทของผู้สอนที่ทำหน้าที่เป็นผู้ช่วยเหลือในห้องเรียนแทนการเป็นผู้บรรยายเนื้อหาเป็นหลักในระดับปานกลาง ($\bar{x} = 2.56$) โดยนิสิตจำนวน 57 คนจาก 94 คน (57 %) แสดงความรู้สึกพึงพอใจเกี่ยวกับบทบาทหน้าที่ของผู้สอนแบบที่เลี้ยงในระดับต่ำ 3) จากข้อที่ 2 อาจารย์ผู้สอนรายวิชาการแปลให้ความเห็นเกี่ยวกับบทบาทของผู้สอนและการเรียนรู้ของนิสิตไปในทิศทางเดียวกันว่า นิสิตที่เรียนในรายวิชาการแปลสามารถปรับตัวเรียนรู้ในรูปแบบการเรียนการสอนที่เน้นผู้เรียนเป็นสำคัญในรูปแบบการเน้นภาระงานในระดับที่น้อย กล่าวคือ นิสิตยังคงต้องการคำชี้แนะและคำอธิบายที่ละเอียดก่อนที่จะทำงานและระหว่างทำงาน โดยผู้สอนให้ความเห็นว่าสาเหตุหลักอาจจะมาจาก 1) ความกระตือรือร้นในการเรียนรู้ด้วยตนเองของตัวนิสิตที่มีในระดับน้อย และ 2) ความ

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เคยชินกับการเรียนการสอนแบบมีผู้สอนเป็นศูนย์กลาง ทำให้นิสัยเกิดความไม่มั่นใจในตนเองเมื่อต้องทำการเรียนรู้
ทำงานในการวิเคราะห์บทแปลหรือแปลงานด้วยตนเองในห้องเรียน 3) นิสิตกลัวการตอบผิดหรือวิเคราะห์ผิด

คำสำคัญ การจัดการเรียนรู้แบบเน้นผู้เรียนเป็นสำคัญ การเรียนรู้แบบเน้นภาระงาน ทักษะคิด

Abstract

The main purpose of this study is to investigate teaching and learning management in translation classroom. The research study is designed to engage students in a translation class, investigating their behaviors and attitudes towards a student-centered classroom in which implementation of activities based on a task-based learning approach is applied. Based on the researchers' experiences, teaching translation skills has mostly been in a teacher-centered classroom environment. Although students are assigned to do exercises a lot, an instructor is still the center of the classroom. An instructor usually plays a major role in class giving a lecture, answering and explaining exercises, analyzing errors and important issues, and giving feedback to students, etc. Hereby, the researchers are interested in developing an effective teaching method in teaching translation skills in order to successfully enhance students' learning and development. In this study, the participants were 97 students in English major and 5 instructors taught in translation courses. The instruments of this research study were 1) a classroom observation, 2) a student questionnaire, 3) a student semi-interview, and 4) an instructor semi-structure interview. In analyzing the collected data, the statistics used were frequency and percentage. In analyzing the data from the interviews, content analysis and thematic analysis were applied. The findings were as follows. 1) The satisfaction of the majority of the participants in implementing a task-based approach into a translation classroom in general was at the very high level ($\bar{x} = 4.72$). 2) The findings revealed low satisfaction level on the instructor dimension ($\bar{x} = 2.56$). 3) The instructors of the translation classes agreed that the student participants found some difficulties in learning translation through the task-based approach. The difficulties were generally driven from that 1) their activeness and enthusiasm in self-learning was in a low level, 2) they tended to get used to a teacher-based learning environment and 3) they were afraid of providing wrong ideas or answers.

Keywords student-centered classroom, task-based learning, teaching translation, attitudes

Introduction

As instructors in the Department of English Language in a university in Thailand, the researchers have been trying to find and develop effective teaching methods and class activities, particularly for a translation classroom. As teaching trends have changed, it is essential that instruction for teaching of translation should also be improved. Translation instructors can apply new teaching methods or activities to create a more active learning environment where students can have more engagement and enhance their competence and performance positively and enthusiastically. Besides

providing students effective exercises using the read-and-translate method, an instructor can also encourage students to share their knowledge and ideas in classroom while teaching them to comprehend, decode and analyze different kinds of texts. Arnold (1999) and Király (2000) suggest that it is essential to create a positive atmosphere that allows students to have effective participation in translation practice and know themselves that they intend to learn something. Classroom participation is likely to generate quality learning as it motivates students to learn and create knowledge sharing which plays an important role in students' learning process (Chang, 2011). Instead of giving them all answers, explanation and theories, an instructor should try to respond with more questions and discussion so that students' learning can truly flourish. Within this scope of idea, the researchers attempt to find an effective approach that focuses on a process rather than a final product and allows students to learn a language actively and purposefully while engaging in activities and tasks in their translation classroom. As the researchers believe that in improving translation skills of students, improving their translation process is important. In this case, doing a task and getting a final answer may not be a great approach. Learning in a student-centered environment might be a better approach. Accordingly, in this study, the researchers are interested in looking into an implementation of task-based activities in instruction. This teaching approach has been suggested to provide positive results in increasing students' motivation and involvement (Gibbs, 1995, p. 18, Lochana & Deb, 2006 p. 12, Littlewood, 1995, Nunan, 2004; Tanasarnsanee, 2015, cited in Dorathy, 2018). The studies on task-based translation teaching conducted by Rezvani, Riazi and Sahragard (2011) and Rezvani and Bigdeli (2012) draw the researchers' attention to an idea about applying task-based learning approach in translation instruction. These studies suggest that task-based teaching allows instructors to use tasks to enhance students' motivation and learning process. Students can have active class engagement during the process of translation and understand the purpose of doing the task and its relevance. The researchers strongly believe that task-based learning can be one of appropriate approaches to get students engaged and prompt them to connect new knowledge with knowledge they already know. Instead of receiving a body of knowledge from an instructor only, this instruction may help students enhance their critical thinking skills and become more active and involved while learning and doing their exercises in class (Ruso, 2007). Hereby, based on the background of the research interest described above, the research problem of this study is formulated: "To what extent does task-based learning support translation teaching and learning?"

In this study, the researchers consider that it is important to conduct a study in reference to teaching translation skills through task-based activities in a student-centered environment. The focus is not on teaching materials but a setting and teaching process as the researchers believe that an effective classroom setting can encourage learning enthusiasm and accommodate active engagement. Hereby, as the first step of classroom development, this study investigates situations on translation classes in which a task-based approach is applied in a teaching method by looking into perceptions

of students towards task-based teaching and learning in translation class. The findings would allow the researchers to further develop an appropriate teaching approach and activities for a translation class. It is expected that the findings would reveal how the selected approach and activities help promote students' interactions in a translation classroom and enhance students' language learning, especially translation skills.

Objective of the Study

To examine perspectives of students towards the use of task-based activities in a student-centered environment in translation classroom.

Research Questions

1. What are students' perceptions towards task-based learning approach with a student-centered environment implemented in translation classroom?
2. What are possible strengths of the implementation of task-based approach in translation classroom based on perspectives of the experimental students?
3. What are possible barriers to implementing task-based approach in translation classroom based on perspectives of the experimental students?

Research Methodology

The study was designed based on an experimental method whereby the findings would provide increased understanding on task-based instruction in teaching and learning of translation so that teaching activities can be effectively developed to correspond to materials used in class as well as students' needs and interests. The studies on a task-based approach and language learning conducted by Beding and Inthapthim (2019), Farfán (2013), Meksophawannagukul (2015), Motuziene (2013), and Suranakkharin (2017) provided guidance for conducting this study.

1. Participants

1. Convenience sampling for student participants was used for the location as well as the selection of the population of interest. The population of interest in this study was students in the university where the researchers work. Student participations were those who studied with the researchers and teacher participants. Hence, the population of interest in this study was 117 English-major undergraduates who enrolled in one of translation courses offered in the 2019 Academic Year in a university in Thailand.

2. The participants were 97 English-major undergraduates who enrolled in a course of Thai-English Translation or Advanced Translation offered in the second semester of the 2019 academic year. The selection method used was the use of voluntary participation. For the semi-structure interviews, 46 students and 5 teachers agreed to be interviewed.

2. Instructional Design

This study was designed based on task-based instructional model acting as a referential research guide adapted from the task-based frameworks proposed by Ellis (2003) and Willis (1996). Task-based activities were applied in the classroom over a period of five weeks, with three stages of task-based learning: pre-task, during-task and post-task stages as illustrated in Figure 2. The pre-task stage involves introduction to a topic and task to be learned. The during-task stage involves a task-planning-report activity. The post-task stage involves an analysis-practice activity. Based on Figure 2, in class, students are guided and promoted to engage in in-class tasks and activities in order to learn a translation process and develop their translation skills. After class, they are assigned to do research and translation exercises. Through this approach, students are encouraged to carry out steps of comprehension of a source text (a task), transfer of meaning (task planning) and assessment of the target text (analysis of their translation work). In all three stages of task-based teaching, it is the instructor's job to enhance the students' knowledge of translation, foster their active learning and engage them in translation tasks and activities, including task presentations, class discussions as well as interactive feedback session. The feedback session and homework help the instructor check students' understanding and misconceptions of issues they learn.

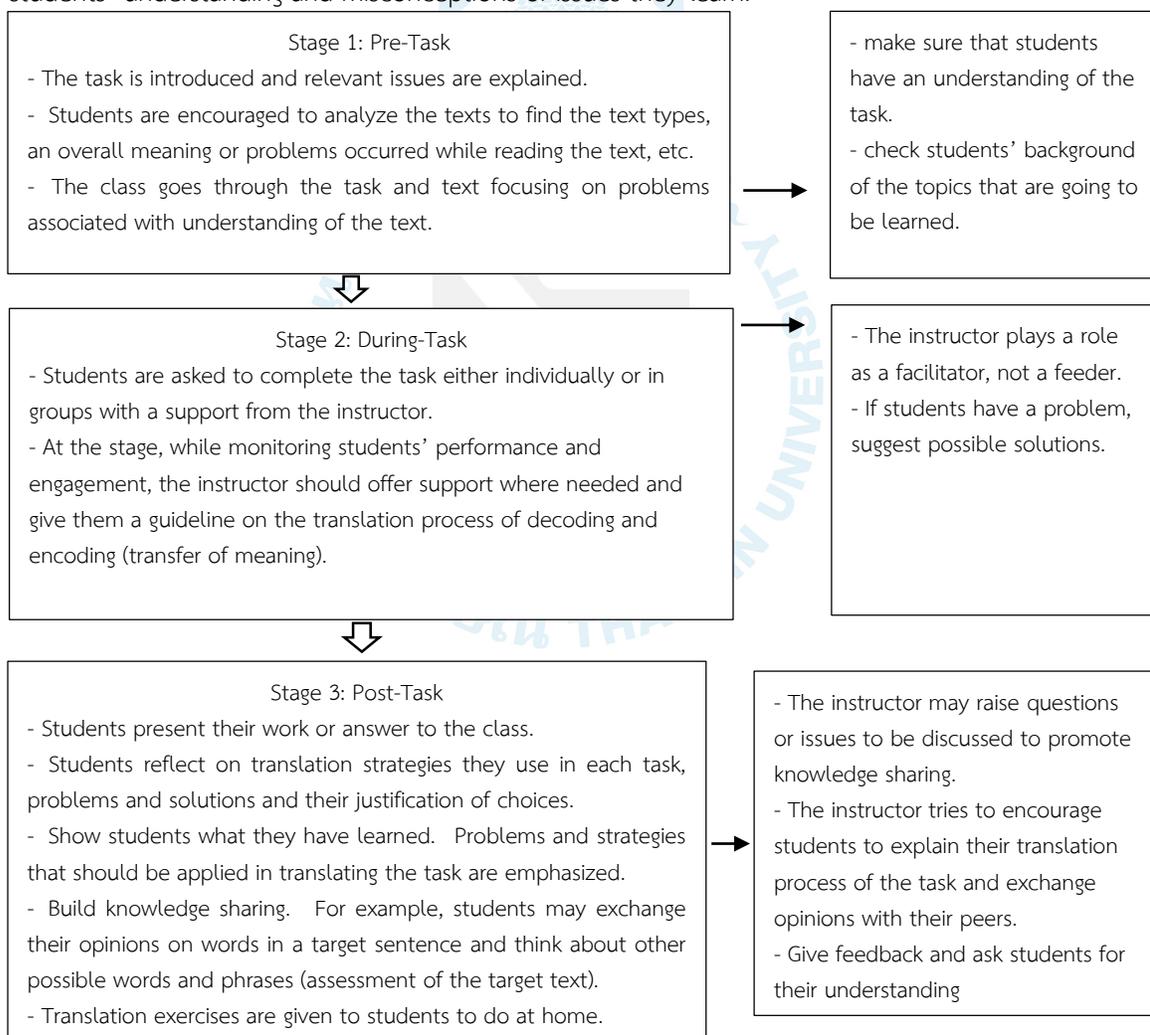


Figure 2. The procedures of implementing task-based teaching employed in this study

4. Research Instruments

The instruments consisted of a lesson plan, questionnaire, semi-structure interview, and observation.

4.1 An Instrument for a research experiment

4.1.1. A lesson plan - to design the lessons, methods for teaching translation skills were adapted from the task-based teaching frameworks proposed by Ellis (2013) and Willis (2013). Teaching activities using task-based instruction are divided into three stages: pre-task, during-task and post-task. During the pre-task stage, the instructor also provided necessary background using PowerPoint slides. During the post-task stage, the instructor also summarized the topic learned, explained strategies using handouts and PowerPoint slides.

4.2 Data-collecting instruments

A questionnaire and interview questions were developed in reference to the studies of Beding and Inthapthim (2019), Farfán (2013), Hadi (2012), Meksophawannagukul (2015), Motuziene (2013), and Suranakkharin (2017) to collect qualitative and quantitative data for analysis.

4.2.1 A questionnaire – a questionnaire with 15 five-point Likert-scale items to study perceptions of students and instructors towards a task-based learning approach applied in translation classroom were prepared in reference to the aforementioned research and studies.

Table 1. Questionnaire items to study perceptions towards task-based learning

Items	Number of Items
Overall satisfaction	1
- satisfaction with task-based learning experience.	
Class environment	2
- class organization	
- task-based learning environment that supports more independent learning	
Learning culture	2
- a role of task-based learning in promoting positive learning culture	
- a role of task-based learning in promoting knowledge sharing behaviors	
Material and content	2
- appropriateness of materials and content used in task activities	
Instructor	2
- a role of an instructor as a facilitator	
- Instructor Skills in creating student-centered learning environment	
Engagement	2
- student engagement and classroom interaction	
Motivation	2

- student motivation and interest

Effect

2

- perceived learning and effectiveness of task-based approach

There are 15 items under 8 constructs in the questionnaire. The statements are categorized into three parts: opinions, feelings and inclination to action. To assess the validity, the instrument was reviewed by three specialists. Reliability and item facility are determined. Cronbach's Alpha coefficient of the questionnaire is 0.73. Cronbach's alpha is higher than 0.7, the questionnaire is considered to reliably evaluate perceptions of students on a task-based learning approach in translation classroom.

4.2.2. A semi-structure interview – an interview was constructed to collect qualitative data in order to gain in-depth information from the participants and to help explain and triangulate the data from the questionnaire. To validate for content validity, a set of interview questions was reviewed by three English instructors with translation teaching experience to check appropriateness and comprehensibility. The questions include three aspects: participants' understanding of a task-based learning approach, participants' perspectives on advantages of implementing task-based learning approach in translation classroom and participants' perspectives on constraints or disadvantages of implementing a task-based approach in translation classroom.

4.2.3 An observation applied in the study mainly focused on a teaching and learning environment and interactions occurred in classroom. It was conducted throughout the data collection period to ensure that experiences of task-based teaching and learning were taken into account. The observation data helped the researchers understand the teaching context and settings of a translation classroom. The data gained from the observations also provided additional data to further interview findings.

5. Data Collection and Analysis

1. A questionnaire was administered during the 12th week of the semester.
2. A semi-structure interview was proceeded after the questionnaire data were collected.
3. The research methodology posited by Miles and Huberman (1994) was used as a guideline in collecting, analyzing and triangulating the data.
4. Theme-based analysis was applied. The data gathered from the questionnaires were analyzed based on frequency and percentage while the interview data were highlighted and coded according to features related to task-based teaching and learning.
5. The analysis of the observation was similar to the analysis structure used for the interview analysis.

Findings and Discussion

In this part, the findings are discussed in light of task-base teaching and learning in a translation classroom. The findings are presented in relation to the research questions.

The responses of students from their translation classroom to the questionnaire and in the semi-structured interview revealed that the student participants were satisfied with the task-based instruction. The student participants reported their increased motivation and classroom engagement while the instructors showed their satisfaction in task-based activities with interesting feedback.

1. What are students' perceptions towards task-based instruction in a student-centered environment implemented in their Translation class?

The 94 student participants were asked to rate their levels of agreement with eight aspects of task-based learning: overall satisfaction, class environment, learning culture, material and content, instructor, engagement, motivation, and effect. Means and standard deviations were calculated for each aspect. The student participants showed similar positive levels of satisfaction on all dimensions, except the instructor construct which gains the lowest level of satisfaction.

Table 2. Means and standard deviations for constructs of task-based learning in translation classroom

Constructs	Mean	SD
Overall satisfaction	4.72	0.66
Class environment	4.55	0.95
Learning culture	4.26	1.06
Material and content	4.01	0.99
Instructor	2.74	1.28
Engagement	4.35	0.99
Motivation	4.24	1.15
Effect	4.56	0.82

As reported in Table 2, the quantitative results gained from the questionnaire data showed that task-based learning had positive impact on the students' learning. The student participants showed a high level of satisfaction with overall learning, class environment and learning effect. These results demonstrated that the student participants found that task-based learning were useful for their translation learning. On the other hand, the instructor construct gained the lowest mean score (Mean = 2.74). This result suggested that the student participants were likely to feel unfamiliar with a role of instructor as a facilitator. However, it did not lead to negative impact on their learning satisfaction.

Table 3. The results of the questionnaire on students' perceptions towards task-based learning in translation classroom

Item	Statements	Strongly agreed		Agreed		Neutral		Disagreed		Strongly disagreed	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%

1	I am satisfied with the learning experience.	79	84	4	4.3	11	11.7	0	0.0	0	0.0
2	The layout of the class was organized.	74	78.7	6	6.4	5	5.3	9	9.6	0	0.0
3	The classroom atmosphere promoted my learning.	73	77.7	9	9.6	6	6.4	4	4.3	2	2.1
4	Task-based learning promoted positive and active learning culture.	56	59.6	9	9.6	18	19.1	10	10.6	1	1.1
5	Task-based learning promoted knowledge sharing behaviors.	58	61.7	18	19.1	14	14.9	2	2.1	2	2.1
6	The materials used in class were appropriate for task-based learning.	47	50.0	33	35.1	8	8.5	5	5.3	1	1.1
7	The content in the materials and tasks helped improve translation skills.	18	19.1	48	51.1	19	20.2	4	4.3	5	5.3
8	I was satisfied with the role of the instructor as a facilitator.	10	10.6	13	13.8	20	21.3	40	42.6	11	11.7
9	The instructor could engage me in the classroom activities and motivate me to learn.	18	19.1	11	11.7	15	16.0	33	35.1	17	18.1
10	I participated and engaged myself more in the task-based learning environment.	70	74.5	14	14.9	6	6.4	3	3.2	1	1.1
11	My classroom interaction increased.	47	50.0	23	24.5	14	14.9	8	8.5	2	2.1
12	I felt motivated more in learning and improving my translation skills through task-based instruction.	57	60.6	7	7.4	18	19.1	9	9.6	3	3.2
13	I became more interested in translation learning.	63	67.0	11	11.7	14	14.9	2	2.1	4	4.3
14	I could get a sense of improvement in my translation skills after task-based learning.	72	76.6	8	8.5	11	11.7	3	3.2	0	0.0
15		55	58.5	25	26.6	11	11.7	3	3.2	0	0.0

Task-based classroom
enhanced my understanding
of the content.

As illustrated in Table 3, the student participants were satisfied with task-based learning (84%, n = 79). Regarding the *class environment* construct, the results revealed that participants were very satisfied with the class organization and atmosphere (78.7%, n=74). The class environment positively supported independent learning development (77.7%, n=73). In the *learning culture* construct, the results indicated that task-based learning promoted positive learning culture and knowledge sharing behaviors. 59.6 percent of them (n= 56) strongly agreed that the class promoted positive learning culture, while 61.7 percent of them (n=58) also strongly agreed that their knowledge sharing behaviors were promoted. In the *material and content* construct, most students were satisfied with the materials and content used in classroom. Most of them strongly agreed that the materials used in classroom were appropriate for the activities (50%, n=47), agreed that the content in the tasks helped them understand more about translation skills (51.1%, n=48). Looking into the *instructor* constructor, it is interesting to find out that while the student participants showed positive satisfaction with task-based activities, their satisfaction with instructor presence was not high. Based on the results, the majority of them showed unsatisfactory with the role of their instructor as a learning facilitator and instructor skills in creating student-centered learning environment (54.3%, n= 51 and 53.2%, n= 50). The finding showed that the student participants felt that the instructors of the classes had poorly established connections between students, the lessons and the in-class tasks. The *engagement, motivation and effect* constructs gained positive responses from the student participants. Most of them strongly agreed that task-based activities provided engaging environment (74.5%, n= 70) while classroom interaction was also positively promoted (50%, n= 47). In addition, the results revealed that students were motivated to learn and do translation exercises while student interest in improving their translation skills also increased (60.6%, n= 57, 67%, n= 63 respectively). Regarding the *effect* construct, most of the student participants showed positive satisfaction with effectiveness of task-based learning. 76.6% of them (n= 72) strongly agreed that they the tasks enhanced their understanding of the content while 57.5% of them (n= 55) also strongly agreed that the activities effectively improved their learning.

In line with findings from the semi-structured interview, the qualitative findings gathered from the semi-structured interviews with the 46 student participants gave supportive evidence for a high level of satisfaction towards task-based instruction in a translation classroom. The student participants expressed positive comments related to their experience in the interview as one participant stated, “It was very new to me to learn by doing a task first and the instructor came to summarize things we learned in class later. I think it was very interesting.” Their interview responses demonstrated that they found that the learning tasks were useful for their learning improvement. They also agreed that activities built up their learning motivation and engagement.

In accordance with the questionnaire results, the qualitative findings from the interview revealed supportive evidence for a positive impact on the task-based learning environment, learning culture and student engagement. Based on the interview findings, the majority of them (82.60%, n=38) reported that the task-based learning environment was enjoyable and stress-free. It also gave them an opportunity to learn and have knowledge sharing. One student additionally stated, “*The instructor allowed us to exchange ideas with friends while we were working on our work. I didn't know much about translation. This helped me get some ideas.*” Another student mentioned about classroom engagement. The student stated, “*It's good because the instructor was flexible to students. I feel that I was engaged more into my own learning and classroom. I got to truly work on my task. The instructor was opened to listen to students' answers without giving negative comments.*”

Overall, the findings from the questionnaire, interviews and observations revealed the majority of the student participants viewed their task-based learning experience in their translation classroom as new and satisfying experience. The student participants reported they gained increased classroom engagement and learning concentration. The student-centered learning environment where the students were allowed to discussed and share knowledge helped them become more engaged and focus more on the tasks.

Based on the classroom observations, the student participants had an opportunity to discuss and share their knowledge and answers with their peers. However, it is interesting to find out that several student participants reported to have an uncomfortable feeling when their instructor rarely gave them a lecture. One student shared his opinion regarding this issue that at the beginning he felt that he did not learn anything from his instructor. However, he understood that the approach allowed him to learn and analyze the task before getting answers.

In classroom, the instructors played a role as an assistant rather than a knowledge feeder. Several student participants revealed in the interviews that, at first, they wanted the instructors to tell them what to do because they did not know what they should exactly do with the tasks. They were afraid to make mistakes. Although they gradually got used to the teaching style and felt more confident to find out answers by themselves first before discussing at the end of the class, they still had the feelings that they needed to be taught what to do exactly before they did their own task. This finding was consistent to the questionnaire result of the ‘*instructor*’ construct which gained the lowest mean score.

This finding is in line with a suggestion given by Littlewood (2004) stating that it is important that an instructor have communicative skills. An instructor using a task-based approach should be a facilitator while being able to lead students to learn independently otherwise students who are used to teacher-based learning may feel uncomfortable to learn in a student-centered environment.

2. What are possible strengths of the implementation of task-based instruction in a translation classroom based on the perceptions of the experimental students?

Based on the findings from the semi-structure interview with the student participants and the classroom observation, the major strengths of task-based teaching and learning in a translation classroom relate to active learning. Most of the participants reported that this teaching method built active learning environment where they could freely find ways to get answers of a task, discuss with peers and learn what they should know in a given task. Having to think about a task by themselves, students agreed that they were encouraged to learn with their peers and be more independent and responsible.

One student stated, *“My friends and I did not know what the task was about. We needed to find answers, so we had no time to sleep.”* Another student additionally commented, *“I am not sure about my scores but I felt that I got to learn independently. It was good because I had more motivation to complete a task. Gradually, I got to know my weaknesses in translating.”* According to the interview data, most students expressed that this instruction enhanced their learning and engagement. The interview findings corresponded to the questionnaire results which demonstrated that most students were satisfied with class environment and learning culture built in task-based teaching and learning.

3. What are possible barriers to implementing task-based instruction in a translation classroom based on the perceptions of the experimental students?

When asking about problems or hindrances that occurred when studying in task-based teaching environment, many of the student participants mentioned that their background knowledge didn't match the content (78.26%, n=36). They stated that the exercises were a bit difficult for them. Interestingly, while students reported in the questionnaire to have positive perceptions on material and content, they responded in the interview that the task content was a bit difficult for them (Mean = 4.1). Among 36 participants who thought that the exercises were difficult, when asked to explain further, many of them mentioned that the exercise content was good as they learned a lot about translation skills (58.33 %, n=21). Unfortunately, when they had to do a task, they couldn't link the content to their prior knowledge. Hence, it became difficult for them to learn and comprehend new knowledge. Several students reported that they felt that they could learn very slowly in class, and they did not know what exactly they should do in a given task. To further, they stated that they needed the instructor's guideline and leading as they felt that they did know about the topic or task being introduced in class. This led to the second major problem which related to an instructor.

Although the participants mostly agreed that their instructor had made effective teaching and were able to lead students into activities and tasks, they preferred to have a lecture before doing a given task (69.57%, n=32). Many of the participants would like their instructor to teach and explain answers rather than to just give them a guideline or advice because they wanted to be able to catch up with the lessons. One participant stated, *“I wasn't quite sure when I had to do a task. I asked my friends a lot. The instructor came to check how I worked on my task. She did suggest something like techniques or strategies, but it wasn't quite enough for me. I think that's because I got used to having a lecture.”* Another student commented, *“Sometimes I did nothing much. I just translated*

word for word because I did not know what issue we were learning in that given task. I always needed help from my instructor.” One participant added, *“I think it would be better if the instructor could directly teach us first like a grammatical structure or a translation technique we were about to learn through a given task...otherwise, I wouldn't know anything.”* The interview findings were consistent to the questionnaire result of the ‘instructor’ construct (the lowest mean score) suggested that the instructor fairly made effective connections between the tasks, in-class activities and student’s learning.

Overall, the findings of the study revealed that most students responded positively to the task-based learning implemented in their translation course. They recognized advantages gained from this learning approach. However, there were some constraints emerged. Switching from a lecture-based classroom to a student-centered class environment may create some difficulties to students. Instructors; hence, play an important role in helping students adjust with the new environment and approach. Regarding materials and content of exercises to be used in task-based activities, understanding student background knowledge of translation skills is important as it enables an instructor to prepare appropriate levels of task and relevant issues to be taught and emphasized in class. In this way, students feels that they gain support and understanding from an instructor. Moreover, it allows them to be able to follow up the lessons much more.

Conclusion

The results of the study showed that the student participants reflected positive responses to task-based instruction in general as follows.

1. Firstly, the findings revealed that task-based teaching provides the student participants an opportunity to improve their learning processes through a flexible environment, active and independent learning culture, and class engagement.

The findings are in line with previous studies. For example, Inthapthim and Beding (2019) studied the effects of task-based approach on the writing skills among second language learners. The study suggests that a task-based approach establishes a positive and encouraging effect to learning. Tasks provide learners an opportunity to learn and monitor their language use. The study also suggests that the approach enhances learners’ motivation and learning skills.

Moreover, the findings from the study on teaching business translation with a task-based approach conducted by Li (2013) shows that a task-based approach significantly draws students’ attention to the translation process. In his study, it is found that task-based teaching is highly motivating as it helps learners become more responsible, active and involved as they need to bring their knowledge to the learning in order to complete a task.

2. Secondly, task-based instruction increases the students' learning motivation and engagement in a classroom.

In-class activities involve discussion and knowledge sharing, and they are beneficial for both independent and collaborative learning. This finding is consistent to suggestions stated by Davies (2004: 43-52). In his book, Davies (2004) recommends that a task-based approach can be used in a translation classroom in creating tasks and activities that promote students to become actively involved in their learning process by making decisions on their tasks and interacting with their peers. Li (2013: 16) also states that, in a task stage of task-based instruction, students get engaged into not only translation processes but also discussion, collaboration and group work. Engagement plays an important role in student's learning process and how they shape their own learning experience. When students get to use their knowledge, get ideas from other students, share their ideas with others, and get feedback from their instructor, their learning process is enhanced. They understand more about translation processes and what are essentials for them to improve their translation skills.

The results also presented three interesting issues that the student and instructor participants reported: instructor presence, difficulty of the exercise content and classroom interaction. Firstly, the majority of the student participants reported in the interview that they did not like the roles of their instructors that were changed from giving lessons to facilitating them during the class. They felt uncomfortable and had no direction of what to do in class. Secondly, the task content was quite difficult to learn independently or analyze by themselves. They preferred to get a lecture and instruction before and while doing a task. Lastly, it is interesting to see different perspectives between students and instructors. While most of the students informed that task-based learning increased a more classroom interaction, and they had more motivation to learn and share their ideas, the instructors reported that the students did not discuss much. Many of them preferred to listen to their peers to get answers and ideas. During discussion, there usually were less than 10 students giving opinions and possible answers. Based on this finding, it is likely that the student participants felt engaged and interested to learn, but they needed more support to have classroom interaction. They might feel unfamiliar with discussion and knowledge sharing, so they did not discuss much. However, the approach still motivated them to build more confidence in self-learning and learning culture that could enhance their learning processes.

Recommendations

1. Difficulties and disadvantaged students experience when learning through the task-based approach should be examined further.

2. Roles of instructor in a student-centered classroom should be studied in order to gain increased understanding of what should be prepared to create student academic integration into the classroom and to help them be able to learn with more confidence and engagement.

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