

Exploring the Impact of Utilizing Weblogs Platform Technology to Enhance Translation Female Students' Written Translation Performance at King Khalid University

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Abstract

In the contemporary information era, we enjoy many innovations and advancements in the domain of digital technology and informatics are manifest. The weblog is one of the innovations that help students find chances to practice written translation outside the lecture hall. Over recent years the facet and the aspect of teaching translation in tertiary and college education have changed. In the knowledge era, the traditional lecture method of teaching translation has been replaced by web 2.0 technology such as weblogs. The current research paper mainly purports to extrapolate the perceptions of written translations of female students toward the effect of utilizing the weblog technology to enhance their written translation performance and to evidence the merits of employing the weblog in translation learning and practice. The critical significance of this study is how perceived weblogs' effects on improving written translation performance. The main question of this study is: what type of perceptions do translation students have towards the impact of utilizing weblog technology to enhance their written translation performance? Moreover, to accomplish the objective of the study, the two researchers used a descriptive research method. Information gathering was collected by a questionnaire of fifteen items based on a four-point Likert Scale. Fifty students were selected randomly from King Khalid University, Saudi Arabia, majoring in translation. The study evinces that female students of written translation have a positive attitude toward applying weblogs in registered translation classes. The study also shows that there is development in translation for female students' written translation performance to translate innovatively and artistically. It has been found that utilizing the weblog technology in written translation has many merits. For example, selected translation female students' translation performance is enhanced, and collaborative learning of written translation is boosted. Based on the findings, the study recommended utilizing the weblog platform in written translation merging it with in-person instruction, i.e., in-person besides synchronous and asynchronous, affected female students' written translation performance.

Keywords: effect of utilizing, perceptions, translation performance, Saudi female translation students, weblogs, written translation

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Introduction

In the contemporary information era, we enjoy many innovations and advancements in the domain of digital technology and informatics are manifest. Users of computers and the internet now have access to the network utilizing Web 2.0 and other technological applications. Thereby, the users have started to make up the subject matter of the sites. (Akçay, & Arslan, 2010). The scope of Web 2.0. application, containing sites such as Wikis, Blogs, Podcasting, Tagging, RSS, YouTube, IM (instant messaging), Facebook, Myspace, etc., (Jain, 2012; (Csikszentmihalyi, & Wolfe, 2014).) which impact the teaching and learning activities doubtlessly.

Over recent years the facet and the aspect of teaching translation in tertiary and college education have changed. In the knowledge era, the traditional lecture techniques of teaching translation have been replaced by web 2.0 technology such as weblogs. The regular practice of providing comments and notes has transformed into innovative methods such as adopting weblog technology, which has received significant attention in tertiary in general and teaching translation in particular. This is a typical and genuine inclination toward utilizing technology in education because technology plays an essential role in almost every aspect of life. In a globalized world web. 2.0 applications such as weblogs, wikis, social networking, RSS, online discussion boards, (Flickr, YouTube, MySpace, and podcasting are a part of our day-to-day lives and education community. (Campbell, 2003; Ducate, & Lomicka, 2005; Alalimi, 2020; Alhaj, & Alwadai, 2021).

Chomsky (2014) states that our language is continuously, necessarily, and naturally changing, converting, and becoming more adaptable to its users because of the changing in our times. More specifically, the start and accelerated development and fast progress of digital technology such as web 2.0 applications, for example, weblogs as a preeminent entertainment and diversion, which have led to the development of a particular language system prerequisite for functional communication and translation practice. "The italic is ours" (Attila, 2017; Jahromi, 2020).

Nowadays, the application of web-based technology in teaching English as a Foreign Language (EFL) in general and teaching translation as a branch of applied linguistics has obtained stupendous celebrity among translation instructors, researchers, academics, and students of translation. Moreover, the application of web 2.0 technology such as weblogs has been the focus of linguistic researchers to scrutinize its efficacy in rendering processes in the frame of reference and the context of written and sight translation. (Rahimi, & Pourshahbaz, 2018; Dourish, & Bell, 2011, Alalimi, 2020). The distinct advantage of web 2.0 technology in teaching translation encompasses equipping synergistic and two-way activities cognate with translation students' written and sight translation competence and academic performance. Fittingly, sustaining translation students with sufficient practical contributions related to their needs can promote their translation competence, fostering reflective thinking and cognitive abilities in them, and offering adequate means for presenting evaluation and evaluating their written translation performance. (Dashtestani, & Stojkovic, 2016).

Regarding the present investigation, many previous studies were conducted to tackle the issues of employing web 2.0 technology in teaching and learning. Nevertheless, such previous research shed light on the application of blogs in learning writing and reading skills (Aljumah, 2012; Pinkman, 2005; Noytim, 2010). Heretofore, minor is known about the effect of utilizing a weblogs platform to foster the written translation performance of students of translation. (Nadzrah and Kemboja, 2009). Therefore, there is a need for further studies on the impact of using the weblogs platform to enhance students' written translation performance.

The number-one objective of this study is to investigate the perceptions of students of translation on the effectiveness of utilizing weblogs technology and how weblogs help them in enhancing written translation performance. The number-two objective is to identify the reasons for students' positive perception of translation toward utilizing the weblogs technology in learning written translation. The number-three aim is to gauge students' attitudes toward translation toward employing weblogs in understanding written translation compared to the conventional method or traditional approach. The number-four objective is to evidence the merits of using the weblogs platform in learning and teaching written translation.

The recent study highlights the significance of using the weblogs platform to enhance written translation competence at King Khalid University. There are bringing to the attention of instructors of translation their genuine roles as promoters and developers for their students of translation, simultaneously, providing instructors of translation a guide for using the weblogs technology in teaching written translation. Furthermore, the results and findings of the paper will patronize academic circles around the globe in the fields of education in general and the field of teaching and learning translation in particular.

To fulfill the objectives of the recent review, the following review questions were generated:
RQ1: What type of perceptions do translation female students have towards the effect of using weblog technology to enhance their written translation performance?

RQ2: What are the merits of utilizing weblog technology in teaching and learning written translation?

Review of Literature

Translation activity over the past decade: At A Glance

Rendering activity changed during the past decade. Technological advancement, especially web 2.0 technology applications, append various methods and approaches that support teaching written translation syllabi via web-based technology. (Rozier, & Shlesinger, 2010). Some studies revealed that technological advancement impacted teaching translation. Commonly, teaching translation is carried out predicated on in-person activity, where the translation instructor conveys information to their student of translation. (Kornacki, 2018; Gorozhanov, et al., 2018). Web-based technology affected not only the operating environment but also the methods of teaching translation. Translation teaching began to change from in-person instruction to the internet or virtual classes. Some studies indicated that teaching translation online is a great way for translation students to improve their translation skills and broaden or deepen their experience of practical training. (Al-Batineh, et al., 2021; Pitler, et al., 2012; Almahasees, Qassem, 2021)

Incorporating web 2.0 technology into Teaching and Learning Translation

In the contemporary world, it is no longer possible to think of an academic system without information communication technology. (Kumar, 2020; Kress, 2003; Akcay, & Arslan, 2010). Saudi instruction is generally taught in a conventional design with the aid of technology conceptions, which means employing innovative methods and procedures aside from traditional teaching. (Al-Juhani, 1991; Alshahrani, 2013). When reviewing from this perspective necessary for the integration of technologies into Saudi education comes out. Moreover, the integration of technologies can be utilized to enhance language proficiency in general and the translation competence of Saudi learners in particular. (Ying, et al., 2021; Kartal, 2019; Khan, et al., 2018).

Weblogs (blogs) which can be applied in Saudi education, may foster the students' language skills and translation competence. In the recent study, there are ideas and suggestions about the practical application of Weblog in Saudi translation students' written translation classes.

In the present-day world, technology, in general, and web 2.0 technology in particular influence nearly every facet of living beings. Tech-savvy instructors can reach their students by better means. Thus, proper application of technology, especially the implementation of web 2.0 technology such as weblogs will facilitate students to foster linguistic skills, language proficiency, and academic performance. (Negi, et al,2011; Frei, et al., 2007; Wani, et al.,2018). Including web 2.0 technology such as weblogs into the teaching, translation syllabus enables the software tools to improve translation teaching and learning. (Lee, & McLoughlin, 2007; Liburd, & Christensen, 2013) These toolkits are prominent because they support not only tech-savvy instructors but also tech-savvy students with methods of data set, current matrix material, the potential for improvement, etc. (McHaney,2012; Frei, et al., 2007; Lange, 2019). To conclude, the implementation of all web 2.0 technology can be powerful and beneficial if tech-savvy students are authorized to access to use them through a continuous and perpetual provision to improve their knowledge of the teaching materials and content.

The Concept of Weblog

Most experts and researchers admit that a weblog (also named blog) is "a frequently updated website consisting of dated entries arranged in reverse chronological order" (Walker, 2003), Weblogs (blogs) appeared as a widespread phenomenon at the end of the 1990s and from that time their growth has been remarkable (Garden, 2012). A weblog is one of the applications of Web 2.0. In 1997, John Barger – a blog innovator – invented the term 'Weblog' and described it as "A Web page where a Weblogger 'logs' all the other Web pages [they] find interesting." (Barger, 1997). Lears, 2003). English, C. A. (2017). Cambridge Dictionary gives a new definition for the term a Weblog:

[...]A frequently updated website consisting of personal observations, excerpts from other sources, etc., typically run by a single person, and usually with hyperlinks to other sites; an online journal, or a diary.

Moreover, an inclusive definition of a weblog was suggested by Richardson (2010) who defined a weblog as an easily created, easily updateable website that allows an author (or authors) to publish instantly to the internet from any internet connection. Blogging has become so popular because it is fast, simple to use, and inexpensive to work because of its unprofitable scale as a blogger or a minor team of bloggers can reach huge audiences with only a computer, internet access, and view (Murray, & Hourigan, 2008; Terblanche, & Goodwin-Davey, 2013). Weblogs (blogs) can improve writing skills, for example, written translation while offering a unique elegant style of expression. Weblogs are a fantastic way to amalgamate teaching methodology and teaching translation inside the lecture hall and beyond college. Weblogs provide a field and sphere where eloquence and innovation are inspired and compelled. Weblogs (blogs) can be multidisciplinary since reading and writing can be utilized in an academic setting, for example teaching translation. Weblogs are interchangeable and compatible across all fields (Huffaker, 2005; Mauranen, 2013; Kennedy,2003; Alalimi, 2020). Through the framework of Weblogs, learners can evince critical reflection, and objective analysis and make high-tech use of conceptual and conceptual elements. Thereby, the learners procure innovative, essential, transferable, and synergetic skills that may be

beneficial and practical to the learners in both academic and professional situations and contexts. (Duffy, & Bruns, 2006; Hoffman, 2021; Akcay, & Arslan, 2010).

To sum up, in contemporary tertiary education weblogs (blogs) are optimized for various goals. They help learners improve the learning process by ascertaining the high academic performance of their fields with minimal time and expedients spent by both teachers and students. Using weblogs (blogs) technology, students acquire new skills and practice them enthusiastically and felicitously.

Previous Studies

There have been nearly few studies investigating utilizing Weblogs (blogs) to improve the translation competence of translation students still there is no independent study that explores translation students' perceptions toward the effect of utilizing weblogs platform to enhance undergraduate students' written translation competence and use Weblogs (blogs) to offer an opportunity to improve the translation performance of translation students. Further studies are needed to highlight the effect of utilizing the weblogs platform to enhance undergraduate students' written translation competence. Therefore, there are limitations in their research papers because these authors have been confined to difficulties encountered by translation students in online and offline or mixed translation as well as the attitude of learners toward employing the weblog teaching translation have not studied perceptions of translation students toward the effect of utilizing weblogs platform to enhance their written translation competence and academic performance in translation and the role of using blogs in the teaching of English as a foreign language (TEFL). For example, Alalimi, (2020) explored the attitudes and perceptions of Yemeni learners toward the impact of weblogs on teaching written translation. The findings indicated that the female students of translation have positive attitudes toward applying weblogs in teaching translation.

Wu, (2006) explores the role of Blogs in the teaching of English as a foreign language (TEFL). The study sought to define a blog, analyze the characteristics of a blog, develop potential ways to utilize a weblog in EFL classes, and review the possible advantages and drawbacks of employing a blog in EFL. The results of the study reveal that using blogs in TEFL has overwhelming advantages and considerable benefits to both EFL instructors and learners; they can be an innovative technology in that they give a teaching and learning platform where learners have a high degree of freedom and excellent opportunities for closer interaction with fellows and the instructor guide their education with greater effectiveness and increased productivity.

Almahasees & Qassem (2021) explore faculty members' perception toward teaching translation online during Covid-19. Their study showed that the effect of online teaching and learning translation is less than in-person learning according to the responders' perspective. It was also discovered that students of written translation encountered difficulties in online learning written translation which involve customizing to the virtual environment, absence of communication and low motivation, and the insufficiency of associating data. Notwithstanding, online learning could work as assistance during coronavirus pneumonia, but it could not substitute in-person instruction. Aljumah (2012) studies translation students' attitudes and perceptions toward using weblogs (blogs) in learning writing in tertiary education. The findings of the research paper revealed that EFL students had a good attitude and perception toward applying blogs for EFL major writing classes at Qassim University. Pinkman, (2005) conducts research to identify the effect of using blogs in the foreign tongue lecture hall and to support foreign language experts.

Findings indicated that students recognized the advantages of using blogs comprising growing interest and motivation to use English because of communication with, and reaction from, colleagues, and instructors.

Ketchikan, (2012) conducts an inquiry on using blogs to enhance students' precis writing skills. The results indicated that after the students cooperated on weblogs, their English precis writing average score on the aftertest was higher than that of the preliminary test. These respondents had positive attitudes toward using weblogs in learning. Perumal, (2022) studies the effect of blogs on writing skill development. The results of the study showed that weblogs are excellent and valuable gadgets for developing learners' writing skills. To conclude, this study aims to bridge the research gap by exploring translation students' perceptions of the effect of utilizing the weblogs platform to enhance their written translation performance.

Method

Study Design

A descriptive research design was used by the two researchers because it addressed the exploration of the perceptions of translation students toward the effect of utilizing weblog technology to enhance their written translation performance at King Khalid University. The two researchers collected, scrutinized, classified, and cataloged data about translation students' perceptions of the effect of using the weblogs platform to enhance their written translation performance. (Calderon, 2006; & Alieto, 2020; Alalimi, 2020).

Participants

The purposive sample of the study is about fifty female students of translation at the Department of English, Dhahran al-Janoub female *students'* campus, King Khalid University joined this study at their will. The total number of participants is considered adequate to give positive or negative perceptions on the effect of utilizing the weblogs platform to enhance their written translation performance. Finally, participants were asked to answer a questionnaire of 15 items.

Study Variables

The independent variable included in this study was practicing written translation by utilizing the weblogs platform. The dependent variable included in this study was students' perceptions of the effect of using weblog technology to enhance their written translation performance within wrttiern translation classrooms.

Research Instrument

Taking into consideration that the recent study sought to extrapolate the perceptions of translation female translation students toward the impact of using the weblogs technology to enhance their written translation performance at King Khalid University, the two researchers used one of the most appropriate instruments to achieve this goal which is the questionnaire developed by them to have respondents' perception. It was the prime and only data-gathering tool in this study. The opinion poll was composed of fifteen items devoted to the perceptions of translation students toward the effect of utilizing the weblogs platform. The questionnaire requested the participants to show their agreement to each item in a four Likert-type questionnaire: (agree, strongly, agree disagree, and strongly disagree.). To test the validity of the questionnaire, the questionnaire was reviewed first by six professional professors from King Khalid University who were asked to

check the instrument for content and face validity. To enhance the validity of the instrument, the instrument was pilot tested with a group of 15 students of translation at King Khalid University. The changes in the questionnaire were made by the two researchers based on the recommendations of six professors from the university. At the end of the semester 2020/2021, about fifty students of translation were given the questionnaire and were asked to provide their accurate responses through a Google Form. All the respondents hundred percent responded to the questionnaire.

Table 1. *Reliability Statistics of the questionnaire*

	Items numbers	Cronbach's α for each dimension
The perception of translation students toward utilizing weblogs technology to enhance their written translation performance within wrttertyn translation classrooms.	1-15	0.89

As seen in table 1, the value of Cronbach's α for all items (1-15) was high (0.89). The overall alpha reliability coefficients for the perceptions of translation students toward the effect of utilizing the weblogs platform to enhance their written translation performance at King Khalid University.

Table2. *the perceptions of translation students toward utilizing the weblogs platform to enhance their written translation performance at King Khalid University (N:50)*

No	Statements	Disagree	Strongly disagree	Agree	Strongly agree
		N%	N%	N%	N%
1	Using weblogs technology makes me attentive and interested in improving my written translation performance.	3.6%	7.14%	27.46%	26.25%
2	I believe weblogs technology is a very efficient instrument for enhancing my written translation performance	2.4%	4.8%	33.66%	21.22%
3	My written translation performance enhanced better through using weblogs technology than through the traditional method	4.60%	7.14%	24.48%	20.28%
4	We are using weblogs technology that inspired and encouraged the group's activities of the group in learning written translation.	2.4%	10.20%	22.44%	16.32%
5	I feel at ease practicing my written translation on the weblogs.	4.8%	7.30%	21.42%	14.20%
6	Using weblogs technology promotes my English communicative ability	6.29%	7.28%	24.28 %	18.16%
7	I always examine and revise my rendered text before I post it on the weblogs.	7.14%	8.16%	18.36%	17.34%
8	I do not feel any kind of pressure when translating on the weblogs because I have plenty of time to search for words in specialized and encyclopedic dictionaries online	2.3%	10.12%	22.50%	16.35%
8	I would feel free to translate on the weblog then in class.	5.12%	3.6%	15.21%	17.20%
9	I think it is an excellent idea to use weblogs to practice my written English/Arabic/English translation.	2.4%	8.32%	24.24%	17.36%

10	I prefer to use weblogs in submitting my written translation homework to the traditional way of submitting homework	2.4 %	5.30%	21.42%	12.24%
11	Making responses to my classmates' received comments on my weblogs enhances my written translation performance	5.12%	5.16%	21.42%	25.24%
12	I am more heedful and painstaking with my translating when weblogging.	2.12%	7.32%	26.52%	20.32%
13	Carrying out written translation on the weblog is gratifying, intriguing, and alluring.	5.22%	9.61%	21.40%	21.72%
14	I would feel more convinced, self-confident, and self-possessed with renderings on my weblog than on paper.	4.21 %	5.20%	20.20%	21.38%
15	In general, I would feel that my English proficiency has to some extent boosted because I started weblogging	3.00 %	5.40%	21.00%	21.24%

Data Analysis

Analyzing the gathered data from the given questionnaire helped the two researchers to come to an inclusive conclusion about the perceptions of translation students toward the effect of utilizing the weblogs platform to enhance their written translation performance at King Khalid University. To obtain data, the two researchers employed a purpose-built questionnaire. All of the translation students participated with a horde of zest and keenness. In total 50 translation female students answered the questionnaire.

Results

After verifying the reliability and validity of the questionnaire, the findings of fifteen items of the questionnaire have been discussed carefully. In response to the statement, "using the weblogs platform makes me attentive and interested to improving my written translation performance". The respondents perceived that using the weblogs platform makes them careful and interested in developing written translation performance as 27.46% agreed, and 26.25% strongly agreed.

In response to the statement, "I believe the weblogs platform is a very efficient instrument for enhancing my written translation performance". The respondents perceived that the weblogs platform is a highly effective utensil for improving their written translation performance as 33.66% agreed, and 21.22% strongly agreed. In response to the statement, "My written translation performance enhanced better through the weblogs platform than through the traditional method". The respondents perceived that their written translation performance was boosted better through utilizing the weblogs platform than through the conventional approach as 24.48% agreed, and 20.28% strongly agreed. In response to the statement, "using the weblogs platform inspired and encouraged the activities of the group in learning written translation". The respondents perceived that applying the weblogs platform motivated and fostered the proceedings of the group in learning written translation' as 22.44% agreed, and 16.32% strongly agreed. In response to the statement, "I feel at ease practicing my written translation on the weblogs'. The respondents felt confident practicing their written translation on the weblogs" as 21.42% agreed, and 14.20% strongly agreed.

In response to the statement "using the weblogs platform promotes my English communicative ability". The respondents perceived that utilizing the weblogs platform boosts their ability to communicate in English as 24.28% agreed, and 18.16% strongly agreed. In response

to the statement, "I always examine and revise my rendered text before I post it on the weblogs". The respondents perceived that they always check and edit their target translated text before they get published on the weblogs as 18.36% agreed and 18.16% strongly agreed and 17.34% strongly agreed. In response to the statement, "I do not feel any pressure when translating on the weblogs because I have plenty of time to search for words in specialized and encyclopedic dictionaries online". The respondents perceived that they did not feel any stress when rendering on the weblogs since they had considerable time to look up words in specialistic and encyclopedic references online 22.50% agreed and 16.35% strongly agreed.

In response to the statement, "I would feel free to translate on the weblog then in class". The respondents perceived that they have no hesitation in translating on the weblog than in class as 15.21% agreed and 17.20% strongly agreed. In response to the statement, "I think it is an excellent idea to use weblogs to practice my written English/Arabic/English translation". The respondents perceived that it is a brilliant idea to use weblogs to practice their written English/Arabic/English renderings as 24.24% agreed and 17.36% strongly agreed. In response to the statement, "I prefer to use weblogs in submitting my written translation homework to the conventional way of submitting assignments". The respondents perceived that they favor employing weblogs in submitting their written translation assignments over the traditional method of submitting assignments as 21.42% agreed on and 12.24% strongly agreed. In response to the statement, "making responses to my classmates' received comments on my weblogs enhances my written translation performance". The respondents perceived that responding to their colleagues' accepted submissions on their weblogs promotes their written translation performance as 21.42% agreed and 25.24% strongly agreed.

In response to the statement, "I am more heedful and painstaking with my translating when weblogging". The respondents perceived that they were increasingly aware and ethical with their renderings when weblogging as 26.52% agreed and 20.32% strongly agreed. In response to the statement, "carrying out written translation on the weblog is gratifying, intriguing, and alluring". The respondents perceived that doing written translation on the weblog is pleasant, engaging, and absorbing as 21.40% agreed and 21.72% strongly agreed. In response to the statement, "I would feel more convinced, self-confident, and self-possessed with renderings on my weblog than on paper". The respondents perceived that they would feel more certain, self-assured, and composed as 20.20% agreed and 21.38% strongly agreed. In response to the statement, "In general, I would feel that my English proficiency has to some extent boosted because I start weblogging". The respondents perceived that they would think that their English language skills have comparatively enhanced since they began weblogging as 21.00% agreed and 21.24% strongly agreed.

Discussions

To answer research question 1: what type of perceptions do translation students have towards the effect of utilizing the weblogs platform to enhance their written translation competence? The qualitative evidence exposed that most female translation students reveal positive perceptions. (Table 2) when they used weblogs in their learning translation, which conformed with the quantitative evidence (translating activity). The survey findings showed that the translation female students perceived that utilizing the weblogs platform boosts their ability to communicate in English, and enjoyed using the weblogs platform because makes them careful and interested in their developing written translation performance. Nevertheless, weblogging for translation female students was new expertise they did not have to feel any kind of stress when rendering on the

weblogs since; they had considerable time to look up words in specialistic and encyclopedic references online. Thus, it was found that translation female students had positive thoughts about applying weblogs to registered translation classes. The results of this research paper verified and ratified the findings of previous studies, which examined the learners' perception of using weblogs in language learning, and teaching translation (Alalimi, 2020; Almahasees & Qassem,2021; Perumal, 2022.).

To answer research question 2:what are the merits of utilizing the weblogs platform in teaching and learning written translation? The survey findings demonstrated that the first merit of applying weblogs in written translation classes inspired and encouraged the translation female students (Table 2, item 4) because they perceived that applying the weblogs platform motivated and fostered the proceedings of the group in learning written translation. Also, the questionnaire findings showed the second merit of using weblogs in regisred translation classes boosted female translation students' skills,(Table 2, item 2). To conclude, the third merit of using weblogs in the written translation classes showed that the translation female students saw their written translation performance enhanced better through using the weblogs platform than through the traditional method. This result adhered to the previous studies which probed the learners' advancement in writing skills, and written translation performance through weblog (Perumal, 2022; Kitchakarn,2012; Kitchakarn, 2012; Wu,2006; Alalimi, 2020).

Conclusion

A good instructor of the written translation will add innovation, creativity, and modern technological application in their teaching translation classes and keep up with the advancement of technology rather than restrict themselves or themselves to the specified translation textbooks and meeting deadlines to complete the syllabus regardless of whether the undergraduate translation students have understood or not.

The results of the recent study indicated that the majority of the chosen female students of translation were inspired to keep on with their translating activities and that they were perfectly content and genuinely pleased with the utilization of weblogs. They saw written translation performance was boosted better through utilizing the weblogs platform. There is development in their translation competency to translate innovatively and artistically. Weblogs can be effective, constructive, and valuable to the selected female students of translation in that they inspire them to take part vigorously, productively, and creatively. Translation performance and English proficiency, and English communicative ability of selected female students of translation can be advanced and promoted via weblogs, as stated by the results of the current study. It has been found that utilizing the weblog platform in written translation has many merits. For example, selected translation female students' translation performance is enhanced, and collaborative learning of written translation was boosted. It has also been found that utilizing the weblog platform and blogging experience can improve the rendering skills of those students, particularly in terms of checking the meaning of new idioms, and fixed expressions when rendering on the weblogs since they have considerable time to look up words in specialistic and encyclopedic references and dictionaries online. Finally, it was also found that the selected female students of translation considered that practicing writing translation through weblogs played a crucial role in promoting their translation performance in an excellent way and more appropriately.

Implications of the Current Study

The study results are very beneficial and worthwhile to researchers because of the valuable information they indicated about the weblog technology. (Albahiri, & Alhaj, 2020) The data will be helpful and advantageous for researching the utilization of weblog technology in enhancing translation students' sight translation or interpretation. It also guides future researchers to amend the research purposes. It uses in other Saudi universities to identify the differences between translation students' performances in translation courses at each university. Based on the findings, the study recommended utilizing the weblog technology in written translation, merging it with in-person instruction, i.e., in-person besides synchronous and asynchronous, affected female students' written translation performance.

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