

TEACHING TRANSLATION MODULES USING MOODLE: A QUANTITATIVE RESEARCH AT UNIVERSITY OF FOREIGN LANGUAGES, HUE UNIVERSITY

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Abstract: TESOL instruction has moved from traditional classroom learning to a blended learning environment using Moodle as a supportive learning platform in some universities in Vietnam. Although Moodle has been successful in other disciplines at some universities, none has been used for translation. This paper aims to research the effectiveness of using Moodle in teaching English-Vietnamese translation modules at University of Foreign Languages, Hue University. We mainly used the quantitative method to collect and analyze questionnaires given to both students and teachers and found out several benefits of blended learning. The study results show that teaching English with Moodle's use has increased students' motivation, and improved the teaching quality significantly. Therefore, the implications of using Moodle in teaching translation for English-Vietnamese language have been suggested in this study in order to create practical lessons at our university and other institutions in Vietnam with similar modules.

Key words: Moodle, quantitative research, teaching translation

1. Introduction

The advancement of network and technology has brought about profound changes in methods of teaching and learning in many universities around the world. According to Tang (2013), blending thoughts or cogitation and ways of teaching and learning can combine the advantages of traditional models of teaching and ways of information technology. Actually, this combination helps the teaching achieve the integration of courses and educational technology. In particular, blended learning is regarded as an innovative way of teaching and learning English in which teaching and learning activities have been completely supported by information technology (David, 2014). Siirak (2008) argues that blended learning with computer based learning in the Moodle E-learning environment, based on social constructivist learning theory is an effective tool for teaching and learning in the occupational health and safety discipline. In fact, using Moodle in teaching develops learners' communicative skills in language and requires social interaction between the teacher and students and among the students themselves (Al-Ani, 2013). A large number of studies on using Moodle in teaching and learning English were implemented in the past few years (Brandle, 2005; Irina & Laura, 2007; Stewart, 2007; Al-Ani, 2013; Tang, 2013); however, there has been little research on using Moodle in teaching translation modules thus far.

This article will present some theoretical background related to blended learning and Moodle learning management system (LMS), some advantages and disadvantages of using Moodle in teaching and learning

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English, then focus on the use of Moodle in teaching translation modules in University of Foreign Languages, Hue University (HU-UFL). Since this research aims to determine the effectiveness of blended learning approach, using Moodle in teaching translation modules for English major students at HU-UFL, it strives to achieve the following objectives:

- To briefly introduce blended learning and using Moodle in previous studies;
- To indicate strengths and challenges of using Moodle in teaching and learning English;
- To investigate the attitudes of Vietnamese learners and teachers towards using Moodle in teaching and learning English and translation courses;
- To determine students' understanding of benefits of using Moodle at translation class and teachers' concern and competence of using of Moodle in their teaching;
- To suggest some implications and recommendations of improving the teaching and learning translation modules with the Moodle's use through lessons at our university and other institutions in Vietnam with similar modules.

2. Blended learning and using Moodle

2.1. What is blended learning?

The term “blended learning” came into being with numerous definitions in recent years. According to Mackey (2008), blended learning involved in a combination of online and face-to-face learning may also include different combinations of technology, pedagogies and contexts. In a report on the merits and potential of blended education, the Sloan Consortium, or Online Learning Consortium (Carl, 2014) defined blended or hybrid courses as those that “integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner.” Garrison and Vaughan (2008) agree that blended learning is a coherent design approach, which openly assesses and integrates the strengths of face-to-face and online learning to address the educational goals worldwide. That is to say, blended learning is one of advanced learning manners with the support of online Internet that can reach and engage students in a truly customizable way. Due to the increasing popularity of blended learning in higher education in Asia and Europe, it has been greatly concerned in most universities in the world, as Arabasz and Baker (2003) reveal that a high rate of higher education institutions (80%) offered blended learning courses and that figure reached to 100% in 2012. Therefore, it is essential to raise the awareness for learners and teachers that blended learning approaches and designs can significantly enhance the teaching and learning experience.

2.2. Why is Moodle used, but not another software?

Known as a Course Management System (CMS), a Learning Management System (LMS), or a Virtual Learning Environment (VLE), the opened source learning software Moodle was designed to bring the platform for online courses to educators and students all over the world. Furthermore, it has been chosen the best platform for blended learning with many modules (lessons, quizzes and resources) that can be applied in the language learning context (Dinh, 2014). In addition, Moodle can provide a variety of different teaching and learning activities for students to improve their collaborative learning skills through forums, chat rooms, Webquest, Wiki, etc. Although Moodle is not designed specifically for language teaching, it offers various teaching tools that can be useful in ESL learning. In fact, its functions relate to the integration

of many kinds of teaching and learning activities such as assignments, materials delivery, accessing multimedia resources, testing and assessment and teacher-student interaction.

2.3. Strengths and challenges of using Moodle in learning and teaching English

Using Moodle in teaching and learning English can bring us both advantages and disadvantages. First, since teaching and learning English activities requires learners and teachers to work independently after class, blended learning integrates the advantages of traditional English learning and online learning is the optimal selection. In reality, Moodle is considered a management system of learning that records the process of learners' activities online and this may supervise students to work harder (Tang, 2013). With many optional activities built in Moodle platform, such as Assignment, Chats, Choices, Forums, Glossaries, Lessons, Quizzes, Wikis, etc., students are required to do a series of online or offline tasks that needs a great deal of skills of IT, social and language knowledge as well. Hence, the ability of independent learning and self-study will certainly be improved at English class. In addition, through Moodle platform, teachers and learners can enrich learning resources by uploading various kinds of authentic materials such as videos, films, books, newspapers, textbooks in different formats including .pdf, .doc, .rtf, .ppt, .jpg, and .mvi. These authentic materials help the learners approach the latest and real documents that they will deal with in their real life after graduation. Due to the practical knowledge provided by authentic materials, learners can be motivated significantly.

Second, online teaching and learning with Moodle platform is still coping with some obstacles. While most of teachers tend to use available textbooks at class and testing formats to evaluate learners' outcomes with the traditional teaching methods, they have to spend much more time on searching for materials to prepare lectures, designing various kinds of assessment at the online class with Moodle. Moreover, using Moodle in teaching or learning English requires both teachers and learners to gain good experience and knowledge of IT. It seems to be simple for those, who often uses technology or obtains some basic IT knowledge before approaching Moodle's environment (Abdullah & Abdulla, 2013). However, it is quite complicated to start using Moodle without any IT understandings, in particular for aged teachers, or traditional teachers (Dinh, 2014). In addition, in Al-Ani's article on blended learning approach using Moodle (2013), he indicates the challenges of blended learning using Moodle in teaching English relates to the students' motivation heavily depending on the course layout and accessibility and students' satisfaction with online methods based on the effectiveness of chosen pedagogies combined both face-to-face and online methods.

2.4. Using Moodle in teaching translation modules

Translation teaching at the graduate level in many universities requires the lecturers to achieve the expertise of linguistics, culture of the source language and the target language, professional environment and market trends. Moreover, obtaining good skills of technology is essential for lecturers in teaching translation modules. For example, the translation teachers should know well the way to use at least one computer-assisted translation (CAT) tool that is available for translators. They also need to attend modules on developing evaluation tools, either for assessing student performance or judging the quality of the programs to update the information and new techniques of these tools. In addition, translation teachers should be acquainted with the latest developments in information technology and electronic tools for translators (Moustafa, 2002).

In order to help translation teachers make a use of CAT tools and improve their professional qualifications, Moodle will be the useful teaching environment. Due to Moodle's ability of providing access to various multimedia resources and the connection with Wiki, teachers and learners are able to easily obtain documents specialized in translation on Internet. Webquest, for example, is an Internet-based research which is distinguished by its classroom-based and group work task features, higher-order thinking, and teacher's selection of sources (WebQuest). Using WebQuest, translation teachers can integrate CAT tools lessons to translation lessons to Moodle. This creates practical and applicable translation modules in the training activities in different institutions.

Despite a large number of studies on using Moodle to build online learning classes in Vietnamese institutions (Dinh, 2014; Vietnamese document, 2010), there has been no research on using Moodle in teaching translation modules. Teaching translation at the undergraduate level in Vietnam's universities is also dealing with some challenges as described by Moustafa (2002) in some Egyptian institutions. Translation practice is a compulsory subject that requires both English major and non-major students to attend. Since translation modules play a very important role in teaching a foreign language in the tertiary education in Vietnam, teaching methods need improving and renovating with IT support. It has been practical and essential to use Moodle in teaching "Translation Practice" - a translation module for students in HUFL.

2.5. The attitude of Vietnamese learners and teachers towards using Moodle in teaching and learning English in translation courses

Those Vietnamese learners and teachers having chance to approach Moodle presented by some IT projects, are aware of its various benefits and significant values in the educational domain. With the rapid growth of information technology and the global boom of Internet, Vietnamese students are greatly concerned about the advanced methods of learning English and translation modules, which can help them improve the learning quality in the most effective way. Nowadays, a part of the traditional face-to-face activities at school has been changed to the online learning environment in some schools in Hau Giang Province, a southern region of Vietnam (Vietnamese document, 2010). Teaching method with blended learning aims to combine the work with online tools and the human interaction at classes, where, approximately 30 to 70% of the learning activities have to occur online (Dinh, 2014). However, teaching English with blended learning is more than adding technology to an existing course since we learn that it also creates a modern, effective and appropriate teaching method in HUFL. For instance, the Moodle-based blended course has enhanced students' writing skills with an interactive and effective writing course designed on Moodle site which can be accessed easily by logging in the website www.hucfl.hueuni.vn (Cao Thi Xuan Lien, 2015). Hence, studying in the blended environment brings students more opportunities to improve the communicative skills and cultural knowledge, which are indispensable factors in a language learning and translation.

Moodle has brought great benefits in teaching a foreign language in Vietnam for the following reasons. First, the philosophy and educational methodology based on Moodle is completely proper for the current educational trend of online interaction in the 21st century, in particular, that has become more important in Vietnam since it could help learners and teachers elude the traditional teaching-learning methods. Second, Moodle's suitability is indicated in the building of strong interactive environment between learners and instructors shown in designing textbooks courses on learning a foreign language. Previously, those materials designed are based on many units such as lessons, chapters, parts, which are

often separated from various language skills in Vietnam. Third, the flexibility and multifunction of Moodle, one of its major strengths, displays a diversity of teaching objectives with flexible contents and forms like blended learning, collaborative learning, self-study, etc. Fourth, in such a developing country like Vietnam, Moodle is preferred by most educators due to its economical feature since Moodle can be used free of charge. Owing to limited education expenses in Vietnam, using Moodle is the best solutions on providing an online learning system with low cost. For those reasons mentioned previously, this article focuses on the use of Moodle in teaching translation modules for students at HU-UFL in Vietnam.

3. Methods and materials

At the research's title, we mentioned the quantitative method as a major one used in this study. It is apparent that this method can be applied properly in collecting and analyzing data including questionnaires and class observation implemented at HU-UFL.

3.1. Participants

The participants in this study include both teachers and students. There are 10 teachers from English Faculty and English for Specific Purposes Faculty. To the part of students, the participants came from three classes of second year at English Faculty, HU-UFL. The majority of students have learned English at secondary and high schools in Vietnam. Therefore, their English knowledge is sufficient to understand the texts extracted from some books, newspapers and other online sources in English. Since this was the first time studying the module "Translation Practice 1", their translation skills were rather limited and their learning methods of this module remained problematic due to their lack of translation experience. The three classes were made up of Vietnamese Studies and English Language majors, which were required to take the compulsory course "Translation Practice 1". Of the 127 students registering in the three classes, 120 students agreed to participate in the study which surveyed their attitudes and understanding of blended learning and Moodle before using it and evaluated their learning motivation or achievements after using Moodle at translation class. To the part of teachers, the investigation is also carried out to explore their understanding of Moodle, difficulties and benefits of using Moodle at translation classes. Their responses were present for the data collection sessions.

3.2. Data collection procedure

The study was implemented during a 15-week semester with Translation Practice 1 course. It includes two phrases. In the first phrase, to investigate the students and teachers' understanding of blended learning and Moodle before using it, we created the *Pre-using Moodle questionnaires* including 10 rate scale questions for students and 10 questions for teachers on personal information of respondents and their specific information concerning the current issues of understanding the blended learning, Moodle and activities using Moodle. In the second phrase, we built the *After-using Moodle questionnaires* including 14 questions for students and 10 questions for teachers. Those questions are designed on the basis of the previous theoretical background on advantages and challenges of using Moodle in teaching and learning a language that focuses on delivery of abundant materials, implementation of assignments, various testing and assessment formats and teacher-student interaction, we built a series of rate scale and open questions to investigate students' existing obstacles and achievements of increased learning motivation through some specific activities with the use of Moodle at class.

The research objectives were presented to encourage students and teacher to participate in this study. Their completion of the questionnaires in phrase 1 and 2 enables researchers to obtain students' Moodle knowledge and their need for online and blended learning using Moodle as well as teachers' understanding and feedback of using Moodle in teaching English.

4. Findings and discussion

In this study, we mainly used the quantitative method to analyze the data obtained from the two types of questionnaires which were delivered to both students and teachers in two phrases: before they used Moodle and after they used it at translation classes. To emphasize the effectiveness of using Moodle at translation class, we analyzed and compared the gained data on respondents' knowledge of blended learning and Moodle described in previous sections as the most effective tool in developing the learner-instructor interaction, abundant learning and teaching materials and improving learning motivation and teaching quality. The findings focus on three major issues: 1. Teachers and students knowledge of blended learning and Moodle before learning how to use it; 2. Students' feedbacks after learning how to use Moodle in learning activities at translation class; 3. Teachers' competence after learning how to use Moodle in their teaching.

4.1. Students and teachers' understandings of blended learning and Moodle before using it

To investigate students' understanding of the blended learning and Moodle, we handed out questionnaires for students. The responses shown in all the tables were categorized under five headings: those who strongly agree (A), those who agree (B), those who expressed no attitude (neither agree nor disagree) (C), those who disagree (D), and those who strongly disagree (E). The number of responses for each item under each of these five categories and the respective percentages were calculated.

Table 1. Students' understanding of blended learning and Moodle before learning how to use it

Questions and responses	A	B	C	D	E
I can explain what blended learning is.	3	8	34	57	18
I can explain what Moodle is.	2	11	29	44	34
I know how to use the Moodle platform.	2	9	32	62	15
I have never used Moodle but I have used different learning management system.	47	30	31	8	4
Does your instructor use Moodle?	0	2	24	65	29

It can be revealed from the data in Table 1 that 57 students disagreed and 18 students strongly disagreed that they could explain what blended learning was. A very high rate of students did not understand what Moodle was (78 Ss) or know how to use Moodle platform (77 Ss); meanwhile, only eleven students strongly agreed and agreed to explain what blended learning was, and 13 students could understand what Moodle was, a small number of students knew how to use it. 94 students disagreed that their instructors had used Moodle in the teaching. Only 24 responses showed that students expressed no attitude to the questionnaires. That is to say, most of students hardly have knowledge or understanding of blended learning and Moodle before attending the translation practice course. A low rate of students might have known about it since two students strongly agreed that their instructors had used or mentioned it before.

We also received teacher responses from 10 teachers for the questionnaires. The questions and responses were quite different from those of students. There were three main questions focusing on the

assessment of teachers' knowledge of computer skills, blended learning and their ways of communicating or interacting with students. The total number of responses for the three questions above indicated the reality of understanding blended learning, Moodle and teacher-learner interaction method of a group of teachers at HU-UFL (shown in Table 2).

Table 2. Teachers' knowledge of computer skills, blended learning and Moodle, and communication with students before using Moodle

Questions and responses	Total number of teachers
1. What is your level of computer skills?	
I am quite competent, I use a computer-laptop almost every day and make all my preparations for the lessons on it.	3
I have some knowledge of one or more applications and I use the Internet to look for information.	4
I use a computer only to type texts, e.g. email, lesson preparation.	3
I never use a personal computer.	0
2. How familiar are you with blended learning?	
I already use it in my courses.	1
I know about it, but I haven't implemented it yet.	5
I know something about it, but I would like to learn more about it.	1
I don't know exactly what it is.	3
3. How do you usually communicate with your students?	
I use only face-to-face communication with my students.	5
I use more face-to-face communication, but sometimes I do communicate via online media (public forum via Facebook).	2
I use more online communication, but sometimes also face-to-face communication.	2
I use only online communication with my students.	1

It can be revealed that three teachers were competent of IT since all of them have used a personal computer. Nevertheless, on the survey of teachers' expertise of blended learning and Moodle, we found out that five teachers agreed that they knew but hardly used it; moreover, three of them did not know exactly what it was. How did they interact or communicate with students? Traditionally, they often gave information directly for students to internalize it via lectures at class and five teachers used only face-to-face communication with students. Two teachers used both traditional and advanced methods (using public forum via Facebook) to exchange information, materials, share experience. The teachers' use of these two major methods of communication and lecturing demonstrated the necessity of elevating the tendency of IT application into teaching language at tertiary education, which required the learners to obtain the high self-study and active learning environment.

4.2. Students' feedbacks of using Moodle in learning communication and translation courses

This research addressed the students' understanding of blended learning and Moodle after using it in the translation practice course. Following is a summary of most significant findings relating to the students' feedback and evaluation after using Moodle at the translation class.

Students' achievements of using Moodle in learning communication

Table 3 below showed the students' capacity of navigating Moodle and using it in communicating with teachers and other students at translation classes. 46 students agreed that they found Moodle easy to navigate, 13 students had some technical difficulties using Moodle in learning English. 22 students strongly agreed and 30 students agreed to use Moodle to communicate with teachers and other students via email and sometimes through discussion forum. Furthermore, most of students (42 Ss strongly agreed and 38 Ss agreed) preferred online discussion to classroom discussion since Moodle is helpful for keeping track of discussion. In a big class, there were not any chances to make face-to-face discussion at all. Therefore, online discussion was the most effective way to raise questions and receive responses from all the members in the course.

Table 3. Students' feedbacks after learning how to use Moodle in learning communication

No	Responses	A	B	C	D	E
1	I find Moodle easy to navigate.	35	46	15	14	10
2	I have some technical difficulties using Moodle.	14	13	20	46	27
3	I often use Moodle to communicate with teachers and other students via email or discussion forum.	22	30	28	34	6
4	I prefer online discussion to classroom discussion.	42	38	23	15	2

As to learning activities using Moodle at translation class, we found out some results as shown in Table 4 below. We find out that 46 students agreed and 35 strongly agreed that they preferred doing the task online to the traditional paper tasks in class or at home, since they found Moodle useful and convenient to help them complete their tasks in their own time and right place. According to many students' comments, they could spend less time typing and translating the texts from English into Vietnamese and vice versa with personal computer instead of translating texts by hand-writing. What is more, 31 students strongly agreed and 48 students agreed that using Moodle could save them time to prepare and complete translation tasks in translation lessons with the item of writing portfolios. That is to say, time and place flexibility is one of the Moodle's strengths in learning activities.

Working with Moodle in translation module 1 for about 15 weeks, students' expertise and method of professional translation could be enhanced to some extent. Specifically, using Moodle helped the majority of students easily create useful glossaries of different domains such as education, health, economics, environment, which could support students in translation and interpretation tasks. Moreover, 62 students strongly agreed and agreed that using Moodle supported them in obtaining or sharing large amount of resources of well-translated documents through forum to improve the knowledge and expertise of professional translation. As a result, learners explained that they could achieve more independence and self-directed learning and high learning motivation through using Moodle in translation class.

Concerning the learners' development of computer skills, 78 students confirmed that using Moodle improves their computer skills through practice translation tasks with Computer-assisted translation tools such as Wordfast, SDL Trados, and Omega T. Since it was fast and flexible to download and access documents from Moodle, a variety of documents in different format (.pdf, .doc, .txt, .html, .ppt, .jpg, etc.)

could be easily downloaded via Moodle. The learners could deal with many kinds of materials for their translation tasks.

Table 4. Students' feedbacks after learning how to use Moodle in learning translation courses

No	Responses	A	B	C	D	E
1	I prefer doing the tasks online to the traditional paper tasks in class or at home.	46	35	17	13	10
2	I find it useful to download and access documents from Moodle.	52	32	13	11	12
3	Using Moodle helps me easily create useful glossaries of different domains.	25	33	34	19	9
4	Using Moodle helps me obtain or share big resources of well-translated documents through forum to improve the knowledge and capacity of professional translation.	22	39	38	13	8
5	Using Moodle can save time doing translation tasks with the items of writing portfolios.	31	48	21	9	11
6	Using Moodle improves computer skills with other CAT tools.	29	49	22	12	8
7	Using Moodle helps me easily submit the assignments.	65	31	21	1	2
8	Using Moodle helps me easily exchange information.	26	49	25	8	12
9	More content can be covered when we use Moodle in the classroom	20	45	28	18	9

Finally, to evaluate the main advantages of using Moodle in a translation class in a combination of online and blended learning, most of the students gave their feedback and comments by selecting three options as follows:

- a. They find it easy to submit the assignments (96/120 students);
- b. They find it easy to exchange information (75/120 students);
- c. They reveal that when using Moodle at the translation class, more content can be covered such as written documents, spoken materials, video, photos and pictures, and so forth (65/120 students).

Thanks to benefits given by Moodle, the majority of learners often felt satisfied with using Moodle in translation courses.

4.3. Teachers' competence after learning how to use of Moodle in their teaching

Table 5 indicated the teachers' concern and competence of using Moodle in teaching English language in general and translation practice in particular. Among the ten respondents, six of them agreed that they had got the support from the faculty in using Moodle and online activities during their class teaching. It is evident, since computer language teaching has been taken into great consideration by Vietnamese educators, Moodle became more and more popular in many institutions in Vietnam, and HU-UFL is not an exception. This result displayed the considerable concern of the faculty and university about the teachers' use of Moodle at class.

Table 5. Teacher's competence after learning how to use Moodle in their teaching

Responses	A	B	C	D	E
1. I have support from the faculty when using Moodle.	2	4	2	1	1
2. My faculty supports me in using online activities.	2	4	0	2	2
3. I know how to navigate Moodle to design online activities.	2	3	2	2	1
4. I can explain what a wiki is.	2	2	3	2	1
5. I know how to use a wiki within Moodle.	3	3	0	1	3
6. I only use wiki outside of Moodle in my courses.	1	1	2	3	3
6. I am interested in continuing working with Moodle in other courses such as English language skills, British and American culture and literature, and online resources for translators.	3	3	2	2	1

Some teachers have achieved sufficiency of navigating Moodle to design online activities, such as building Wikipedia in different domains, creating lesson plans, offering assignments, managing portfolios, share information and materials, joining the discussion form, mastering the chat function, and so on. They were aware of how to use wiki within and outside of Moodle in their lectures. In addition to translation practice course, they were fond of continuing working with Moodle in other courses. The majority of teachers highly appreciated the biggest advantages of using online tools in their teaching including its familiarity or easy use, great speed of spreading information, distributing textbooks, documents, and time flexibility. Moreover, Moodle provides teachers with the easy way of communicating with the students via messages, chat, and discussion forum.

5. Conclusion and implications

Though Moodle has achieved great success in many universities in Vietnam (Dinh, 2014; Vietnamese document, 2010), no serious research has been conducted to evaluate its benefits in teaching translation modules at HU-UFL. This study explored HU-UFL students and teachers' understandings of blended learning and Moodle before using it. This exploration was implemented by investigating students' knowledge before and after using Moodle in the translation practice course, and teacher's support and competence of using Moodle in their teaching. The findings concluded that teachers and students were aware of the considerable benefits given by Moodle, which could improve the learners' motivation, self-study capacity and enhance the teachers' IT expertise and effective teaching methods.

Dealing with these limitations of using Moodle in learning and teaching translation courses due to the requirements for its users, we address some implications for learners, teachers and university as follows:

For learners, first, to use Moodle perfectly at class, students have to be good or competent at IT skills, language skills at the beginning of the course. Those are the prerequisites for students to attend actively the translation practice courses. Second, due to the flexibility of Moodle's use, i.e. students can learn at any time, any places, it is necessary for them to manage their learning time properly, they should study regularly in effective ways and have to get high awareness of self-study. Third, since students can make decision of their study by selecting subjects they want, they need to communicate with instructors

or other classmates for their right and useful advice through chat or discussion forum. In some cases, they had better communicate directly with the teachers and friends because of technical errors of online activities.

For teachers, they are required to have good IT skills to work with advanced technology facilities that support and diversify their teaching techniques and method. Translation teachers also need to receive training on CAT tools that play a vital role in giving translation course to meet current jobs' needs in the market. Therefore, they should be acquainted with the latest development in information technology and electronic tools for translators. Without satisfying these requirements, translation teachers will not be able to do their job effectively. Finally, they have to select the appropriate teaching methods that depend on other factors including classroom facilities, available equipment, availability of time, and above all the skills of the teacher in using these resources.

For universities, due to the high cost of facilities such as classrooms that are required to be well-equipped and computers with high-speed and stable connection, the institution should spend large amounts of money on high-quality equipment and infrastructure facilities. It is also essential to train high-qualified teaching staff with good expertise in order to provide effective courses that can satisfy students' needs for knowledge and skills and come up to their expectations.

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