

# Students' Perceptions Towards the Use of Educational Games in Translation Classroom: An Analysis of 2P1M

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## ABSTRACT

This study explores the integration of 2P1M, an online translation game, into a translation classroom to address the challenge of student disengagement and lack of motivation in learning English-Malay translation, specifically with compound words. The primary objective was to assess students' perceptions of the game's effectiveness in enhancing engagement, motivation, and learning outcomes. The research involved 19 students enrolled in a Translation Theory and Practice (Malay Language) course. A mixed-method approach was used, combining quantitative and qualitative data collection through a questionnaire adapted from Selvi and Çoşan (2018). The survey assessed students' views on the game, focusing on its impact on participation, enjoyment, and learning retention. Findings indicated that 2P1M positively influenced student engagement, with 84% of respondents agreeing that the game encouraged active participation. Additionally, 89% of students reported that the game was enjoyable and effectively maintained their interest in translation tasks. The game also supported knowledge retention, with 79% of participants affirming its educational value. However, feedback mechanisms were identified as an area for improvement, as only 47% of students felt the game sufficiently helped them correct their mistakes. In conclusion, 2P1M proved to be an effective tool for enhancing motivation and learning in translation classrooms. To maximise its potential, the study recommends improving the feedback provided to students and enhancing the game's design for a more comprehensive learning experience. These findings offer valuable insights for incorporating gamification in language education.

**Keywords** — translation classroom, 2P1M, language games, students' perceptions

## INTRODUCTION

In today's rapidly changing educational landscape, traditional teaching methods are being transformed to better address the evolving needs of learners. The once-dominant "chalk-and-talk" approach is gradually replaced by innovative strategies designed to boost student engagement. This shift is particularly evident in language education, where integrating technology and creative teaching techniques has ushered in a new era of interactive and immersive learning experiences.

The COVID-19 pandemic has further transformed the educational landscape, impacting systems across various income levels (Wajdi et al., 2020). The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has acknowledged the significant effects of the pandemic on global education (O'Hagan, 2020). Throughout history, pandemics have disrupted human life, influencing educational systems and economic development worldwide.

The outbreak introduced numerous challenges to teaching and learning, particularly in translation education, where both teachers and students had to adapt to new methods and technologies to navigate the "new normal" (Liu et al., 2022). This transition from traditional, in-person classrooms to virtual settings has created stress but also encouraged reflection on teaching methods, presenting opportunities to explore new strategies, including the integration of more games and interactive activities in translation courses.

A survey involving 19 students in the Bachelor of Applied Linguistics Studies (Hons) Malay Language for Professional Communication program was conducted to investigate their perceptions of 2P1M, a language

game designed to aid the translation of English compound words into Malay. The findings aim to enhance the implementation of *2PIM*, an online game created using Quizizz, as a learning tool.

This study's significance lies in its potential to improve language learning through interactive tools like *2PIM*. By exploring students' perceptions of this online translation game, educators can gain insights into its effectiveness in promoting understanding of English compound words and their Malay equivalents. The findings may guide the optimisation of *2PIM* in translation classrooms, contributing to more engaging and effective learning experiences. Furthermore, this research could pave the way for future studies on gamification in language education, exploring innovative approaches to translation practice.

## LITERATURE REVIEW

### The Role of Translation

Translation plays a vital role in daily life by facilitating communication and understanding across language barriers. It is crucial for nation-building, as it promotes mutual understanding among diverse linguistic communities and strengthens the social fabric of a nation. By bridging the exchange of ideas, knowledge, and cultural values, translation fosters unity in multilingual societies.

In today's globalised world, translation has evolved into a social necessity. Increasing interdependence at individual, societal, and national levels, coupled with a growing demand for cross-cultural exchange, has positioned translation at the heart of global communication (Kumar, Pandey & Mishra, 2019). Consequently, many universities are now offering translation courses, recognizing its critical importance in modern education.

### Challenges in Translation Education

Translation teaching is a specialised activity that includes training for translators and interpreters in both institutional and non-institutional settings, such as universities. It can also serve as a means of teaching other fields, such as foreign languages (Hatim, 2005; Bassnett, 2006; Alwazna, 2013). However, many translation classes still rely on traditional, teacher-centred methods, which often lead to passive learning experiences (Liu, 2018). This conventional approach presents significant challenges for both educators and students, particularly those new to the field. Students frequently grapple with vocabulary limitations, grammatical complexities, cultural nuances, and proficiency in their native language, while instructors face difficulties in elucidating translation choices related to collocation and contextual understanding (Kiryakova et al., 2017; Pham et al., 2022).

Effective translation requires a profound understanding of languages, cultural nuances, and context. An all-encompassing strategy that incorporates academic knowledge, practical expertise, and critical thinking skills is necessary for effective translation instruction.

The dynamic field of teaching translation demands a blend of pedagogical knowledge, practical skills, and theoretical understanding. By employing effective strategies and addressing challenges, teachers can equip students to become proficient and confident translators, capable of navigating linguistic and cultural barriers in an increasingly interconnected world.

This study aims to empower educators to create a supportive and interactive learning environment, provide ample opportunities for practice and feedback, and incorporate real-world translation tasks. Ultimately, it seeks to contribute to the advancement of translation education and the development of qualified and skilled translators.

### The Need for Innovative Approaches

Traditional classroom instruction often falls short in providing an immediate learning environment, faster evaluations, and greater engagement. In contrast, digital learning tools and technology effectively address these gaps. The efficiencies offered by such technologies are simply unrivalled by traditional teaching

methodologies. With smartphones and other wireless devices becoming increasingly popular, schools and educational institutions need to harness this technology in the classroom. Today's technology, with its adaptability and non-intrusive nature, makes learning more appealing to the next generation. However, integrating these tools can be challenging, as some traditional educators may view modern technology as a distraction rather than a valuable learning aid (Vakaliuk et al., 2021; Cavas et al., 2009).

The limitations of conventional teaching methods can lead to disengaged and ineffective lessons (Su et al., 2014). To enhance the learning experience, it is imperative to adopt innovative and creative teaching methods, such as integrating games into translation classrooms.

Research shows that games can invigorate student participation and foster engaging learning environments (Stephen & Rath, 2009). As technological advancements facilitate the incorporation of game elements in education, these approaches significantly boost student interest, enjoyment, and overall instructional effectiveness.

Moreover, digital learning contributes to sustainability by reducing the environmental impact associated with paper use for handouts and textbooks. It also saves time and enhances convenience in research, thus better utilising resources and expanding both reach and impact for students and teachers (Camilleri & Camilleri, 2017; Beardsley et al., 2021). Technology is now pervasive in many aspects of modern life, and the ongoing digital revolution is transforming the educational landscape. This shift is expected to make education more affordable and accessible (Yordanova, 2007; Qureshi et al., 2021; Cañas et al., 2023.).

### **Game-Based Learning in Education**

Game-based learning is rapidly gaining traction as a preferred pedagogical tool due to its learner-centric nature and ability to foster creativity. This flexible approach allows for quick updates and customisation, making it an effective educational resource. Given the challenges associated with student engagement, educators are increasingly exploring game elements to enhance motivation and encourage active participation (Kiryakova et al., 2017).

Games offer numerous advantages in language classrooms, including increased interest and motivation, the development of higher-order thinking skills, and reinforcement of linguistic elements like vocabulary and grammar (Thirusanku & Yunus, 2014; Yaacob & Bakar, 2018.). In translation classrooms, language games serve as dynamic and interactive teaching strategies, enabling students to apply their translation skills in practical contexts while promoting teamwork and providing immediate feedback.

Numerous studies have confirmed the positive effects and significance of using games in education. For instance, Selvi and Çoşan (2018) found that students regarded the games as informative and entertaining, reinforcing their learning and effectively aiding the retention of new knowledge. Furthermore, these games promoted collaboration among peers and heightened students' interest and motivation for learning.

Gozcu and Caganaga (2016) emphasised that games should be integrated into second-language learning classrooms to foster an engaging atmosphere. While students may initially view games as mere fun, educators must provide compelling reasons for their use. Teachers need to be judicious in selecting games, determining the appropriate timing for their use, and ensuring alignment with the syllabus and textbooks.

Constantinescu (2012) outlined several considerations for choosing language games: (i) games should have clear educational aims beyond mere entertainment; (ii) they should focus on language use, helping students learn or practice language components; (iii) content must be appropriate and aligned with the curriculum, promoting correct values; (iv) games should be technically easy to implement; (v) they must suit students' ages and knowledge levels; (vi) games should engage all students; and (vii) short games are preferable to maintain interest.

The educational value and potential of digital educational games have garnered significant scholarly attention. Li et al. (2024) conducted in-depth studies on the impact of these games on student motivation for learning,

demonstrating their efficacy in education. A student's motivation is crucial in the educational process, influencing both their commitment to learning tasks and their overall perception of the learning experience. As emerging educational tools, digital games hold great promise for enhancing student motivation.

### Language Games in Translation Classroom

In translation classrooms, language games can serve as dynamic and interactive teaching strategies that transcend traditional methods. Language games involve learning through gameplay (Godwin-Jones, 2014), emphasising the communicative aspects of language acquisition (Adeng & Shah, 2012; Willis & Willis, 2013). By incorporating language games, educators can create an engaging and participatory environment, offering students a unique opportunity to apply their translation skills in practical contexts. These games not only reinforce linguistic elements such as vocabulary, grammar, and idioms but also encourage students to decipher cultural nuances and navigate the complexities of language and expression.

Language games in the translation classroom provide an innovative and engaging way to enhance students' linguistic skills and cultural understanding. They make the learning process interactive and enjoyable, prompting students to think creatively and critically about language use. By incorporating visual aids, such as pictures, and challenging students to guess and translate idiomatic expressions or compound words, these games help reinforce vocabulary, improve translation accuracy, and promote teamwork. Furthermore, they offer immediate feedback, allowing students to learn from their mistakes in a supportive environment. Overall, language games are effective pedagogical tools that foster active learning and enhance translation proficiency.

The selection of tasks that encourage student autonomy is crucial for developing translation skills. By giving students, the responsibility to use available resources independently, they learn to solve problems without constantly relying on instructors. Additionally, the teacher plays a vital role in the effectiveness of this approach, as their methods can significantly influence the outcomes. When applied effectively, the task-based approach is valuable for enhancing students' translation competence (Alenezi, 2020).

This study examines students' perceptions of the *2PIM* translation game, developed using Quizizz—a platform that enhances classroom engagement through interactive features accessible on smartphones, tablets, and laptops. Previous studies have highlighted the effectiveness of Quizizz in improving vocabulary mastery and enhancing overall learning experiences (Zhao, 2019; Wulandari, 2020; Hesti Nabila et. al, 2023).

As educational institutions increasingly adopt innovative approaches, the integration of game-based learning, particularly through tools like *2PIM*, is proving to be a transformative strategy in translation education. By making learning interactive and enjoyable, games not only boost motivation and participation but also foster critical thinking, problem-solving, and collaboration among students. The flexibility and immediacy of feedback offered by game-based learning make it a powerful tool for enhancing student outcomes and enriching the overall educational experience.

The Game: *2PIM* “*2PIM*” stands for ‘2 Pictures 1 Meaning’. It is translated as *2 Gambar 1 Makna* in Malay. This game is inspired by a game called “2 Pics 1 Word”.



Fig. 1 Front Page of *2PIM*

In "2 Pics 1 Word," players are presented with two images and must identify the word that connects them. This word may represent a shared theme, concept, or characteristic between the images. The game challenges players' deductive reasoning and vocabulary skills as they deduce the common link from the visual clues provided. Each puzzle requires players to determine the correct word based on the images they see.

In "2P1M," students take on a similar challenge by finding the word that links two images, starting with identifying the answer in English. This exercise helps students practice forming compound words and idiomatic expressions, many of which carry cultural significance. Given that translation involves both language and culture, translators must be proficient in the language and understand its cultural context. When faced with cultural substitutions, translators need to ensure meaning equivalence before selecting an appropriate cultural substitute in their translations (Pokasamrit, 2013). After identifying the English expressions, students must then accurately translate these terms into Malay.

The game includes 20 sets of pictures, each serving as clues to the compound words or expressions that students need to guess. The answer to each question consists of two words that form a compound word or idiomatic expression. Students must guess these expressions or compound words in English. Following the first round, students are given a short break before proceeding to the next stage, where they translate the identified expressions or compound words into Malay.

Each correct answer earns 2 marks. However, if the answer contains the correct words but is grammatically incorrect, no marks will be awarded. This approach trains students to write with the correct spelling and grammar in both the source and target languages. The total time allocated for this language game is 30 minutes. After the game concludes, a leaderboard will be displayed, allowing students to view their performance.

## METHODOLOGY

Quantitative and qualitative data for this study were collected using a questionnaire that assessed students' perceptions of 2P1M, a translation game used in the classroom and an interview with the students. This research was conducted in a translation course titled Translation Theory and Practice (Malay Language) during the October–February 2024 semester, which had 19 registered students. One of the course assessments involved translating short English passages into Malay.

Prior to the Translation Practice, students engaged in exercises that required them to translate phrases and short sentences, helping to familiarise them with the upcoming translation tasks. One such exercise focused on translating English compound words into Malay using the 2P1M game on the Quizizz platform.

After the class, students completed a questionnaire adapted from Selvi and Çoşan (2018). The questionnaire aimed to analyse students' perceptions of the game in the translation classroom and consisted of three sections:

Section A: Demographic information.

Section B: 11 items assessing students' views on the use of 2P1M, utilizing a 4-point Likert scale (Totally Agree, Agree, Disagree, Totally Disagree).

In this study, an interview was also employed to gather data on students' perceptions of using the 2P1M in the translation classroom. The interview method was chosen because it allows for an in-depth exploration of students' thoughts, attitudes, and experiences, offering rich qualitative insights that may not emerge from quantitative methods like surveys. Semi-structured interviews were used, as they strike a balance between having a clear direction and allowing flexibility for students to express their views openly. This format also encourages a conversational atmosphere, making students feel more comfortable and reducing the formality that might hinder genuine feedback. Furthermore, interviews allow for follow-up questions to clarify responses and probe deeper into specific aspects of their learning experiences, enhancing the overall quality of the data collected.

## FINDINGS AND DISCUSSION

During the class, the students were asked to translate 20 English compound words into Malay. They were required to guess the English compound words before translating them into Malay. They were given 30 minutes to do so. The feedback on the translation was given after the game had finished. Students were also asked to complete a questionnaire to assess their perceptions and effectiveness of using language games in the translation classroom. The questionnaire was adapted from Selvi and Çoşan (2018).

Table 1: Number of Students Registered for the Translation Theory and Practice (Malay Language) Course for Semester October – February 2024

Gender	Number	Percentage (%)
Male	5	26.32
Female	14	73.68
<b>Total</b>	<b>19</b>	<b>100.00</b>

Data in Section A shows that there were 5 male students, and 14 female students registered for the Translation Theory and Practice (Malay Language) course for Semester October-February 2024.

To analyse the students’ perception towards the use of the 2P1M translation game in the translation classroom, 11 items were included in Section B of the questionnaires. The findings show that the students had positive perceptions towards the use of the game in the translation classrooms.

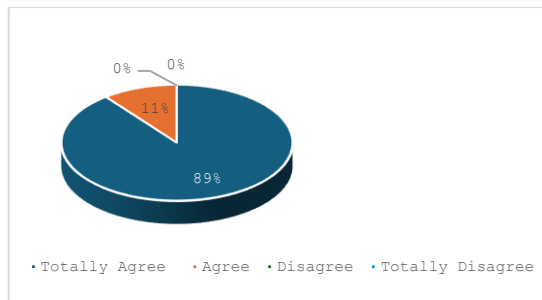


Fig. 2 Translation games allow me to assess my level of understanding

The findings indicate that nearly all students believe translation games are beneficial for assessing their understanding. Specifically, 89% of students totally agree that these games aid in this assessment, while an additional 11% agree, underscoring the effectiveness of games in enhancing self-evaluation among learners.

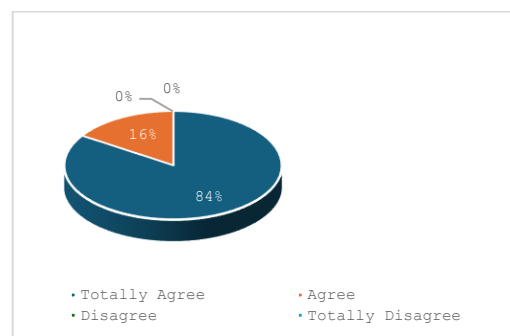


Fig. 3 Translation games allow me to participate in the lesson

Figure 3 demonstrates that 84% of students totally agree and 16% agree that translation games encourage active participation. This significant majority emphasises the role of games in promoting student engagement during lessons, highlighting their effectiveness in fostering an interactive learning environment.

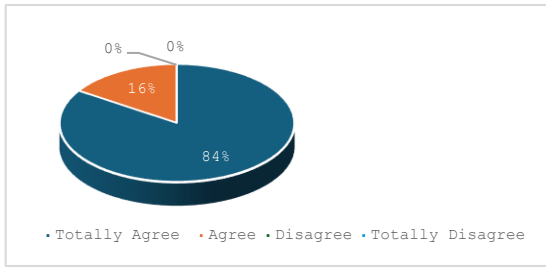


Fig. 4 Translation games are entertaining

The findings indicate that item 3 shares the same percentage as item 2. Figure 4 reveals that 84% of students totally agree and 16% agree that the translation games are entertaining. This suggests that students genuinely enjoy these activities, likely boosting their willingness to engage and participate actively in the learning process.

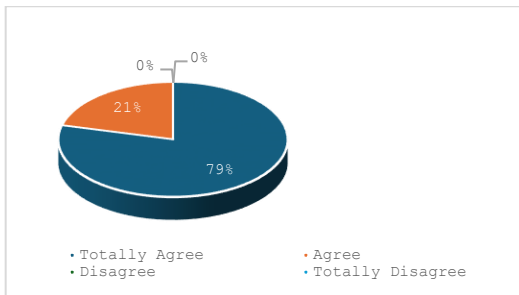


Fig. 5 Translation games promote knowledge retention

As Figure 5 shows, none of the students report feeling bored during lessons with translation games, further reinforcing their value in maintaining student engagement. 79% of the students totally agree and 21% agree with the statement that translation games promote knowledge retention.

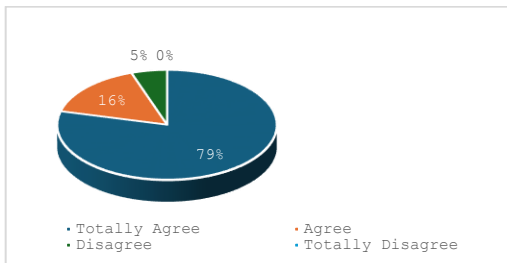


Fig. 6 Translation games increase my interest in understanding translation

Figure 6 illustrates that a significant majority of students (79% totally agree, 16% agree) believe the games enhance their interest in understanding translation. However, a small minority (5%) remains less convinced, indicating that while the games are effective for many, there is still an opportunity to address the concerns of all learners.

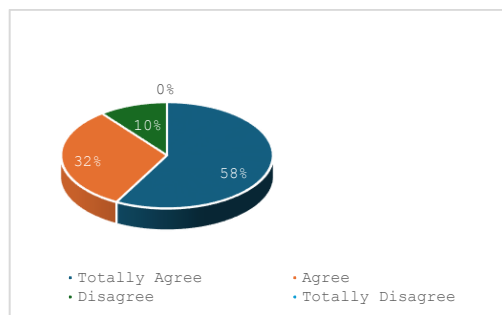


Fig. 7 Translation games enable me to learn

Data from the analysis shows that the majority of the students (58% totally agree and 32% agree) agree that translation games enable learning, and 10% of students disagree, suggesting that for some, games may not be the most effective learning tool.

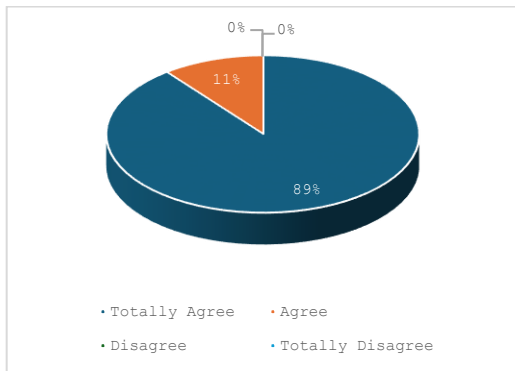


Fig. 8 Translation games foster my motivation

Data from the findings show that an overwhelming majority of students (89% Totally Agree, 11% Agree) indicated that the games significantly boost their motivation, highlighting their effectiveness as an engaging and powerful tool for sustaining student interest and active participation in the classroom.

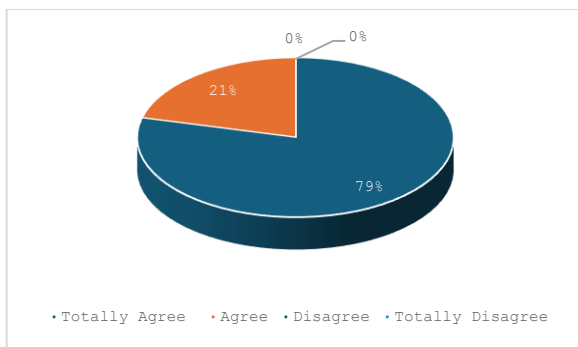


Fig. 9 I do not get bored in the lesson at all

All students reported staying fully engaged during lessons that incorporated translation games, with none expressing boredom. This overwhelmingly positive response underscores the effectiveness of the games in sustaining student interest and preventing disengagement. 79% of the students totally agree and 21% of the students agree that they do not get bored in the lesson at all when language games used in the translation classroom.

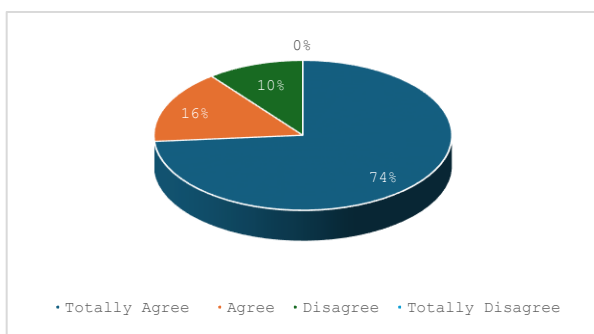


Fig. 10 Translation games increase my confidence

Findings also show that a strong majority of students (90%) reported that translation games significantly boost their confidence. However, with 10% expressing disagreement, it suggests there is still room for improvement in ensuring the games cater effectively to the confidence-building needs of all learners.



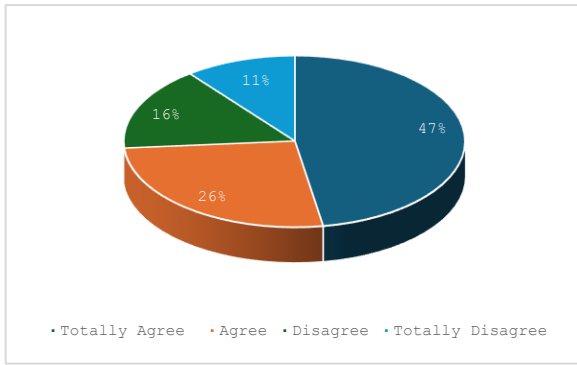


Fig. 11 I correct my mistakes based on the games played

Less than half of the students (47%) strongly believe that the games help them correct their mistakes, with a significant portion either disagreeing or strongly disagreeing (27%). This suggests that while the games are enjoyable, they may not consistently provide clear or sufficient feedback for all learners to effectively improve their understanding.

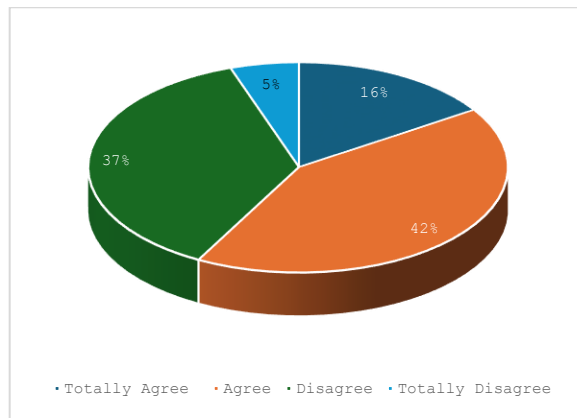


Fig. 12 The design and content of the games are appealing

While a majority of students (79%) appreciate the design and content of the games, a notable 16% find them unappealing. This indicates that refining the design could significantly enhance the overall user experience and better meet the preferences of a wider audience.

The findings demonstrate that 2P1M, a translation game, is a powerful tool in the classroom, significantly enhancing student engagement, motivation, and self-assessment. A substantial 89% of students reported that the games effectively help them assess their understanding, while 84% agree that the games actively foster participation and create an enjoyable, interactive learning environment. The entertainment value of 2P1M contributes to its success, with 84% of students confirming they find the activities enjoyable, further increasing their willingness to engage in translation tasks.

A standout result is that none of the students reported feeling bored during lessons involving 2P1M. Additionally, 79% of students agreed that the game promotes knowledge retention, underscoring its value not only as a fun activity but also as an effective educational tool that supports long-term learning. The game's interactive and dynamic structure makes complex translation concepts more approachable and enjoyable, which benefits students' comprehension and retention.

2P1M also has a significant impact on student motivation, with 89% of students stating that the game boosts their interest and keeps them engaged in the lessons. This highlights the game's potential as a powerful method for maintaining student interest and encouraging active participation over time. All students confirmed that they stayed fully engaged when 2P1M was used, further proving its effectiveness in avoiding disengagement and sustaining focus.

However, some areas could be improved. Less than half of the students (47%) believe that the games provide sufficient support in correcting their mistakes, with a notable 27% disagreeing or strongly disagreeing. This suggests that while 2P1M is fun and motivating, it may not always offer clear feedback necessary for all students to effectively learn from their errors.

In terms of design and content, most students appreciate 2P1M structure, with 79% finding it visually appealing. However, 16% of students feel that the design could be enhanced. Improvements in the game's design and interactivity could further elevate the overall user experience and make it more appealing to a broader range of learners, ensuring that 2P1M remains a versatile and effective tool in translation classrooms.

An interview was also conducted to understand the students' perceptions of using 2P1M in the translation classroom. The interview results showed that some students highlighted the use of games in the translation classroom.

Several students emphasised the engaging nature of the 2P1M technique in the translation classroom. For instance, S1 stated, "*It makes learning more interesting,*" while S7 echoed this sentiment, noting that it is "*very interesting and challenges the mind.*" These responses suggest that the 2P1M approach not only captures students' attention but also adds an element of intellectual challenge, making the learning process more dynamic and stimulating.

In addition to sparking interest, students highlighted the cognitive benefits of 2P1M. S9 mentioned that "*It increases general knowledge and stimulates students' memory*", pointing to its capacity to enhance both learning content and recall. Similarly, S14 remarked that the activity "*sharpens the intellect,*" and S16 commented that it "*trains students to remember the correct words better.*"

These responses underscore the effectiveness of 2P1M in promoting memory retention and critical thinking, reinforcing its value in the translation classroom.

Besides the positive feedback given by the students, some opinions can help the lecturer improve the features of the games. While many students found the 2P1M technique engaging, some shared concerns about certain aspects of the game. S13 mentioned, "*It is fun, but I don't like the features because they are small,*" indicating that while the activity itself was enjoyable, the design or interface of the game presented some challenges.

Similarly, S18 appreciated the game's simplicity and interest but pointed out a technical issue, "*The game is easy and interesting, but if you press the wrong button, you have to start over.*" These comments suggest that while the 2P1M approach was generally well-received, improvements to the game's interface and user experience could enhance the overall learning experience for students.

Opinions given can also enhance the features of the games. This opinion is not seen as a weakness of the developed games but can be used to improve the games for future use.

Additionally, students were also asked to provide suggestions for improving language games in the future for the translation classroom. Several suggestions were given by the students as follows:

S2: "*Increase the number of activities like this after the lessons are completed.*"

S3: "*We can play this game regularly to enhance memory of the topics learned.*"

S8: "*It can be used in learning to increase interest in studying.*"

It was observed during the classes that students seemed to enjoy the translation game, which increased their interest in both the subject matter and the overall learning experience. By the end of the lesson, it became evident that incorporating games made learning more accessible. This aligns with findings from Spiegel et al. (2008), Osier (2014), Su et al. (2014), and Cavalho et al. (2018), who noted that educational games have significant potential to support student learning. Moreover, students who learn through games tend to

outperform those who do not. Su et al. (2014) further reported that students view game-based lessons positively, finding them far more engaging than traditional didactic approaches.

## CONCLUSIONS

The findings from this study clearly demonstrate the benefits and potential of incorporating the 2P1M translation game into the classroom. By integrating gamification through platforms like Quizizz, 2P1M provides an interactive and engaging approach to language learning that fosters student participation, enhances motivation, and supports long-term retention. The game's capacity to create a dynamic and enjoyable environment makes translation tasks more approachable, helping students better grasp and retain complex language concepts. The high levels of engagement, as evidenced by the absence of student boredom, further highlight the effectiveness of 2P1M in promoting an active and immersive learning atmosphere.

However, the study also points to areas for improvement, particularly in providing clearer feedback for students to learn from their mistakes, as well as enhancing the visual and interactive design of the game. Addressing these areas could further strengthen 2P1M as a tool in translation classrooms, offering even greater support in developing students' translation skills.

In conclusion, 2P1M proves to be a valuable and innovative resource in the translation education landscape, with the potential to transform traditional learning methods and enhance the educational experience for students. As educators continue to adapt to the evolving demands of the digital age, 2P1M stands out as an effective, student-centred approach that enriches the learning process and fosters a deeper understanding of both language and culture.

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