



Ministry of Higher Education and Scientific Researches
University of Diyala
College of Education of Humanities Sciences
Department of English



Online Teaching Techniques of Translation During Covid-19

Prepared by

Noor Amer Salih

&

Huda Lateef Aboob

Supervised by

Asst. Inst. Imad Farhood

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(مَا عِنْدَكُمْ يَنْفَدُ وَمَا عِنْدَ اللَّهِ بَاقٍ وَلَنَجْزِيَنَّ الَّذِينَ
صَبَرُوا أَجْرَهُمْ بِأَحْسَنِ مَا كَانُوا يَعْمَلُونَ)
(النحل، ٩٦)

**"In the name of God, the Merciful, the
Compassionate"**

{ Whatever you have will end, but what
Allah has is lasting. And We will surely
give those who were patient their reward
according to the best of what they used to
do. }

(Al- Nahal, 96)

Dedication

To our beloved parents

who have been our source of inspiration and gave us strength, who always provide their moral, spiritual, emotional, and financial support we dedicated this work.

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thanks fist should be presented to our Almighty Allah, SWT, for giving us power, strength, and patience .

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Abstract

The spread of Covid-19 has led to the closure of educational institutions worldwide, forcing Academic institutions to find online platforms. The purpose of this paper is to accelerate the development of the online learning (OL) environments within those institutions. The Covid-19 pandemic has unfolded the extent of the academic institutions' readiness to deal with such a crisis. The research aims to find how teaching translation courses online is taught during Covid-19.

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Section one

1.1 Introduction

Covid-19 is a once-in-a-century health crisis that has hit more than 200 countries around the world at the same time. Indeed, it becomes the 21st century global crisis. On March 11, the World Health Organization Chief declared that Covid-19 labeled as a pandemic disease. As the novel Covid-19 passes the borders quickly, some countries implement measures to control and prevent the virus's spread, ranging from full to partial lockdown. Some countries have followed strict lockdown, where people are forced to stay home. Educational institutions are one of those sectors that have been affected by strict lockdown. And therefore, they decided to shift the method of teaching from traditional to online platforms. (Majdoubeh, 2020).

UN(2020) reflects that the Covid-19 pandemic has created “the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94% of the world's student population. The university closure entails virtual learning, where the full course content is taught online. The universities during Covid-19 teach through two main methods: synchronous online learning (OL) that allows the students and teachers to meet at a scheduled time and asynchronous, which allows the students to access online material of classes whenever they choose .

1.2 .Online learning

Development occurs in education theories, where the instruction methods have shifted from teacher-centered to student-centered approach. The teacher-centered method focuses on the teachers as the source of knowledge whereas in the student-centered method, the students participate in knowledge production in the class (Hancock et al., 2002:365).

In a student-centered approach, teachers' role turns to "helper to students who establish and enforce their own rules. Teachers respond to student work through neutral feedback and encourage students to provide alternative/additional responses" (Hancock et al., 2002, pp. 366–367). Student centered instruction has currently benefited from many new technologies through using the internet and other advanced technological tools to share, transfer and extend knowledge. Therefore, e-learning has become a de facto of learning in the 21st century as it makes a good use of computerized tools in education. e-learning is defined as "the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration" (Ehlers and Pawlowski, 2006, 22).

OL has shown significant growth over the past decade. The internet and education integrate to allow people to pursue their education and gain the necessary skills for the future. There are three online teaching approaches (enhanced approach, blended learning and online approach). The enhanced approach is an innovative onsite teaching method that uses

technology intensively, whereas blended learning mixes traditional face-to-face learning and OL. The online approach uses virtual learning, where the course content is delivered online (Mazohl and Makl, 2016: 3363). OL is convenient, where the students have access to any computer, tablets and phones, which increases the understanding and retention of courses (Stern, 2020).

Moreover, OL is an innovative approach where teaching methods turn to be student centered. The student takes part in the learning process, and the teacher works as a supervisor .

1.3 Online learning during Covid-19

Covid-19 becomes a global crisis. The spread of Covid-19 all over the world led to the temporary closure of educational institutions (universities and schools). Such closure increased in the development of the OL environments within those institutions to ensure learning. Covid-19 tests governments and academic institutions' readiness to cope with pandemic by offering courses online via collaborative platforms. Many institutions were not ready, as they did not expect closure in the 21st century, the age of Technology and Medical advancements. Even though face-to-face traditional teaching is the most effective method there are some benefits for OL during Covid-19. It helps to ensure the social distancing to prevent and control the spread of the virus. CAE, Computer Aid eLearning USA Corp, lists nine benefits for eLearning during Covid-19. Online Education offers an effective learning environment and

reinforces the 24/7 access to education platforms at their preferred time and place. Moreover, it ensures flexible scheduling and availability in any location. Furthermore, it allows the students to provide their feedback to their teachers and motivate the educational centers to show how they are well prepared to deal with the crisis and their performance level. (Dirani and Yoon, 2009)

1.4 Translation in general

Translation activity changed over the past decade. The development of Technology adds various methods that aid in the translation training, translation workflow and conduction of translation research. Technological rapid changes require new approaches to translators' training and preparation. Technology advancement affected translation at all levels (working places, educational institutions, etc.).(Deng, 2016)

Traditionally, teaching translation is conducted based on face-to-face activity, where the translation faculty transfers the knowledge to the student. Technology impacted not only the working environment but also the teaching methods. Translation teaching started to shift from face to face to online.

Bromberg and Irina (2010, p. 1) showed that teaching translation online entails “compliance with norms and rules of social interaction in the virtual environment; recognition of the fact that the tutor is an expert in the field of theory and practice of translation and a mediator between the student and the virtual environment; availability of a communication channel for regular interpersonal contact between the tutor and the student

for expert consultation.” They developed a translation course through practicing translation of original articles from BBC. They indicated that the student should translate the article and then meet his instructor via video conference to discuss student errors to minimize their future occurrence. They found that teaching translation online “is a good way for the expert to upgrade his/her knowledge and widen his/her own experience of practical work Bromberg and Irina, 2010, p. 6).

Al-Batineh et al. (2021) showed that the lack of eLearning platforms for translation makes it challenging to implement translation tasks that mimic a real-life situation. Their research proposed designing-learning software engineers when developing OL tools for translator-training purposes based on Jirava’s (2004) software. (321)

It's found that faculty with experience in online teaching are more likely to have a positive view of online education. They showed that teaching online and associated duties need a longer time than traditional instruction. On the other hand, Experts assessed students’ perceptions regarding online courses during the Covid-19. They found that students were optimistic about e-learning Schools, colleges and universities across the world have been shut down due to the Covid-19 pandemic. These institutions are doing their best to ensure the continuation of learning during the epidemic. The universities and schools used different platforms to conduct virtual classes through video calls and other online media to upload the study material online and perform collaborative classes to reduce students’ loss.

(Felege and Olson 2015:3) they indicated that education platforms are structured to share information and coordinate research activities (6). Some experts mentioned that there are several platforms to teach foreign languages, such as Babel (11 languages, over a million users), Busuu (7 languages and more than 9 million users), Live mocha (35 languages and more than 9 million users) (Garcia 2013: 19)

UNESCO (2020) lists the most prominent collaboration platforms that support live-video communication: Ding Talk (online platform for video conferencing, attendance tracking, sharing information and instant messaging), Lark (collaborative eLearning platform), Hangouts Meet (Video calls tool), Teams (Chat, meet, contact and collaboration feature integrated with Microsoft Office software), Skype (Video and audio calls with talk, chat and collaboration features), WeChat Work (video sharing and calls for Chinese), WhatsApp (Video and audio calls, chat and content share) and Zoom (Video and audio calls with talk chat and collaboration features).

Section Two

Translation instructors could use more innovative methods of teaching in order to create more fun, variety, and enthusiasm. And to enhance students' motivation. Teaching trends have changed in accordance with the generations changes in western countries in the 1960s, and scholars have attempted to use theories of linguistics, psychology, communication, and culture in teaching. The most significant approaches were of humanistic and communicative branches that rejected previous structuralist theories and had no belief in teacher-centered methods. According to Humanistic approaches, a learner is assumed as a person who can enhance his or her competence and performance actively and can simultaneously positively influence his or her classmates and teammates' performance. According to Arnold, “this kind of learner is not considered as one who just receives the instructor's knowledge” (Arnold 1999).

The learner's feelings and emotions are also very important in such theories, since they play a determinant role in the learner's performance. Such theories have been recently substantiated by the science of neurobiology, since it also showed “a close correlation between the performance of the brain and feelings and the results obtained from the learning process” (Buzan 1991). Cooperative Learning approach, which has been derived from the Humanistic approach and emphasizes group learning, can help reduce peer pressure, enhance communicative and social skills, and also create a bridge between cultural and language differences to develop group cohesion and learning process.

The Social Constructivism approach also hypothesizes learning as “a social act, which depends on the knowledge produced by the learners' prior knowledge and experiences” (Király 2000). Such a theory gives much significance to the learner's independence and the learner has to know that she/he intends to learn something. Using such methods for teaching translation means “creating a reasonable atmosphere for learners to have a more helpful and effective participation in translation practice and feel responsible towards the process and the end product of translation” (Kussmaul 1995) .

2.1 Advantages of using group activities (Traditional learning) for teaching translation

- a. Every student has the chance to become involved in translation practice and comment on other students' translations.
- b. Every student's translation can be scrutinized and criticized in order make him or her familiar with his or her strong and weak points
- c. Every student becomes more motivated to deliver a more accurate translation, since s/he is assigned a task in the related group activity
- d. Every student can grasp the acquired knowledge more effectively, and more reasonable solutions and strategies are obtained .

2.2 Teaching Translation Online

Wei and Chou (2020) found that OL readiness has positive effect on students' OL performance and perception, which means that educational instructions should have good technological infrastructure to create a successful OL process during the pandemic. Similarly, (Tsai et al. (2020) revealed that online learners with higher OL self-efficacy have positive effect on learners' satisfaction and performance during Covid-19. Gomez-Rey et al. (2016) investigated teachers' and learners' perceptions of the quality of their OL experience. They found teachers perceive collaborative learning variables as crucial, whereas learners are more concerned with their own learning benefits via OL. Haider and Al-Salman (2020) scrutinizing data set of 775 Jordanian university students found after Covid-19 sleep compliance dropped by more than 50%; more than 80% of study's participants showed that using digital tools for learning impacted their sleeping habits; more than 90% of students indicated that continuous exposure to electronic screens in OL is tiring; 89% of respondents agreed that prolonged use of e-learning tools often led to boredom, nervousness and tension; 73% of students prefers the return of face-to-face instruction, as OL socially and psychologically is unhealthy.

Almekhlafy (2020) found that the prior experience of e-learning has an impact on the students' perception, meaning the positive or negative prior experience of the students of OL has effect on their perception during Covid-19. Kulal and Nayak (2020) studied the perception of teachers and students toward online classes, using two separate structured questionnaires for students and teachers during the Covid-19. The study

revealed that students are comfortable with online classes during the pandemic, but they do not believe that online classes will replace traditional classroom teaching. As for teachers, the study found that teachers faced difficulties in conducting online classes due to a lack of proper training and development for doing online classes during the pandemic.

Nugroho et al. (2020) investigated the teaching procedures for translation courses during the Covid-19 pandemic and assess students' perceptions of the teaching of these courses. They found that 80% of respondents stated that they did not like the online lecture mode because of the difficulties they experienced. The results showed a positive perception of 90% on the use of Omega and Google Classroom. Ismail et al. (2019) studied the impact of OL on the philosophy of teaching online translation courses. They found that teachers' perception of online is influenced by their philosophy of OL. The negative perception of OL is ascribed to the traditional perception of OL.

2.3 Online teaching experience

Finding has been found by Wei and Chou (2020) and Tsai et al. (2020). In their studies, they found that training and preparation for OL have a positive effect on learners' satisfaction and performance during Covid-19. Providing training and development programs for faculty is crucial to enhance the faculty's quality of performance, increase their motivation and achieve students' satisfaction. This finding highlights the role of Academic Development Centers at the universities in dealing with

abrupt crises, such as Covid-19 through offering sufficient training for both teachers and students.

The analysis revealed instructors' reliance on Zoom and Microsoft Teams in offering virtual classes and WhatsApp in communication with students outside the class, which might be attributed to their effectiveness in teaching translation courses online. The study found that Zoom and Microsoft Teams are the two most popular platforms used during Covid-19 among tutors of translation courses. Moreover, WhatsApp is the most popular tool of communication between the faculty and their students outside the class time (Wei and Chou, 2020)

This aligns with (Statista, 2020) that WhatsApp is the most popular messaging app with 2 billion users monthly. Unlike the finding arrived by this study, Nugroho et al. (2020) found that OmegaT and Google Classroom are perceived the appropriate tools in the situation of translation course, which means tutors of translation courses should not stick to certain tools. They should look for what is effective in achieving the objectives of the course. As for the Faculty's opinion on their need for training/guidelines for preparing for online courses, the analysis revealed their need for training in offering training courses, which also was also found by Wei and Chou (2020) and Tsai et al. (2020).

Faculty perception of computer literacy and online class preparations most of the respondents confirmed that they had computer knowledge and IT skills. This finding also found that computer literacy is the primary condition for a technology learning environment. On the other hand, the study found that faculty still preferred traditional classes due to their

effectiveness. In fact, the traditional class is more preferred, as it depends on face-to-face interaction between the faculty and the students, reflecting positively on the education level and the students' personalities. Therefore, the majority of faculty revealed that preparation for remote teaching is different from face-to-face teaching (Ibid, 2020)

The faculty agreed that online teaching of translation courses needs more preparation before class to maximize interaction in remote classes. This interesting finding revealed that teachers need to prepare well when doing online lectures to ensure the effectiveness of the online class and create effective interaction in the online class. As for the online tools' significant effectiveness, the respondents' responses revealed that it is a debatable issue as it is manifested in the value of neutralism. This finding may indicate that the easy use and effectiveness of online tools depend on the experience of the faculty in dealing with online tools. Gomez-Rey et al. (2016) found teachers perceive collaborative learning variables as crucial whereas learners are more concerned with their own learning benefits via OL.

2.4 The effectiveness of online teaching of translation courses

The analysis revealed the faculty's relative agreement on the effectiveness of the online tools in teaching translation courses. To be specific, the faculty's responses to whether students in online education excel students of traditional teaching were debatable. The teachers also agreed that students in traditional teaching outperform students with online education. The faculty was asked whether the learning outcomes are achieved in teaching translation courses online. The faculty's responses

revealed the issue is debatable, which is placed between agreement and neutralism. Of course, it is closer to the agreement, which indicated that a number of faculty agreed that learning outcomes are achieved in online classes. This finding showed that teachers still encounter difficulties in achieving the objectives of the courses via OL.

These findings align with Almekhlafy (2020). Who found that teachers faced difficulties in conducting online classes due to a lack of proper training and development for doing online classes during the pandemic. (Kulal and Nayak (2020) found that 80% of respondents stated that they did not like the online lecture mode because of the difficulties they experienced. The analysis also revealed that the faculty encouraged their students to prepare and do their translation tasks at their homes and then discuss the translation problems and challenges students face during online lectures. Furthermore, the faculty was asked to show if they provide feedback on students' translation during the online lecture. The analysis showed that most tutors affirmed that they provided feedback on students' translation assignments.

The faculty was asked if they give the students the same time or it depends on the student's level. The results showed that the majority of the respondent provides the students with feedback at the same time. Besides, it was found that the teachers agreed about the efficiency of teaching translation courses online. In this vein, Almekhlafy (2020) found students are comfortable with online classes during the pandemic, but they do not believe that online classes will replace traditional classroom teaching. Scrutinizing these findings shows different views on the effectiveness of OL, which indicates that online has advantages and disadvantages. In so

doing, disadvantages should be tackled. OL has great potentials, but they need proper use and development. The Covid-19 outbreak forced the world governments to close the universities to control the virus's spread. Such closure turns traditional teaching to online. Therefore, OL is a promising alternative especially during the Pandemic and so the efforts should be devoted to develop OL and tackle its drawbacks such as lack of direct contact between faculty and students. Based on the results, traditional teaching is more effective than OL, though the situation of the world which is still experiencing the Covid-19 pandemic makes OL an indispensable and effective alternative. An interesting finding founded by Nugroho et al. (2020), who found that the negative perception of OL is ascribed to traditional perception of OL, which shows that the different opinions on OL may be ascribed to their influence by the traditional perception of OL .

2.5 Time and assignment management

Finding showed that online classes should consider students' attention and ensure their understanding. If the online course is long, the students may get bored and distracted. As for online class preparation, the participants agreed that online classes require more time than traditional courses. Of course, preparation for online courses entails a longer time than regular courses. Regarding assignments, the faculty agreed that students should do more assignments in OL than traditional classes (Gomez-Trigueros, 2020).

Remote teaching requires students to do more tasks than conventional classes to ensure students' effective practice. Besides, students'

assignments may compensate the students for the lack of direct contact with the tutors. Finally, the analysis showed that the faculty agreed that they should remind and orient students about translation theories and strategies. This finding indicates that teaching translation courses online requires orienting students about translation strategies and theories during online lectures (Ibid, 2020)

2.6 Student challenges during covid-19

The analysis revealed that the faculty found that students faced challenges when attending online classes, which lie in students' struggle to adapt to online classes, lack of direct contact with the faculty, lack of motivation to attend classes and time management. This list of challenges should be considered by translation courses and translation program principals by offering solutions to these challenges.

Conclusion

The perception of the tutors of translation studies courses regarding Teaching translation courses online during the Covid-19 crisis is being discussed in this research. It is revealed that the faculty's Attitudes toward the effectiveness of the online teaching in translation courses and the Challenges the students encounter in the learning process. The respondents viewed online Education as less effective than face-to-face learning. Despite the challenges the students may Encounter in OL, online education becomes an established medium of learning in the Educational institutions that could achieve the learning outcomes to a large extent.

The previous studies that the research depends on Revealed the challenges of OL remain (i.e. the difficulty of adapting to the online environment, The lack of interaction and motivation and data connections), though it an indispensable Alternative during Covid-19. Finally, OL could not substitute face-to-face instruction and so the Authors recommend blended learning, where combining OL with face-to-face instruction, i.e. Face-to-face plus synchronous and asynchronous, which would result in a strong OL Environment.

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