

Teaching Translation during COVID-19 Outbreak: Challenges and Discoveries

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Received: 9/23/2021

Accepted: 11/10/2021

Published: 12/15/2021

Abstract

The present paper addresses translation teaching during the COVID-19 outbreak, seeking to discover the challenges translation teachers encounter in online education and the solutions available to resolve them. Its importance springs from the fact that teaching almost all over the world had to depend on distant teaching/learning through electronic platforms to face the pandemic of COVID-19. Therefore, the present study seeks to discover the challenges encountered in online translation teaching and the proposed solutions to overcome them. It intends to answer the following questions: how does teaching translation during the COVID-19 outbreak look like? What are the challenges encountered in teaching translation during the COVID-19 outbreak? What are the discoveries found in teaching translation during the COVID-19 outbreak that may serve as advantages/solutions for the challenges faced? The paper uses a comprehensive questionnaire containing closed-ended and open-ended questions to elicit quantitative and qualitative data from sixty translation teachers. The data shows that 40% of the participants evaluate their online translation teaching experience during the COVID-19 outbreak as enjoyable. In contrast, no participant has assessed their online translation teaching experience as not good. About 23.33% of the participants consider their online translation teaching experience very good, and the same percentage applies to those who evaluate their online translation teaching experience as good to some extent. Thus, around 13.33% of the participants consider their online translation teaching experience good. The data also indicates that most participants have encountered obstacles in online teaching and have concurrently proposed solutions to resolve them.

Keywords: Challenges, COVID-19 outbreak, electronic learning platform, online translation teaching, solutions

Cite as: Alwazna, R. Y. (2021). Teaching Translation during COVID-19 Outbreak: Challenges and Discoveries. *Arab World English Journal*, 12 (4) 86-102.

DOI: <https://dx.doi.org/10.24093/awej/vol12no4.6>

Introduction

Translation teaching is a particular activity that includes translators and interpreters training either inside or outside institutionalized settings, such as universities. It can also serve as a means of teaching other fields, such as foreign languages (Hatim, 2001; Bassnett, 2006; Alwazna, 2013). Translation teaching began in the twentieth century. Teachers of translation hold the responsibilities of educating students, developing their translation competence, and training them to be professional translators (Clavijo & Marn, 2013). The activity of translation teaching involves various tasks, including curriculum design, course delivery, materials writing as well as application and implementation (Hatim, 2001).

The present paper addresses translation teaching during the COVID-19 outbreak, seeking to find out the challenges translation teachers encounter in online translation teaching and the discoveries/solutions arrived at to resolve them. It starts by offering a relatively brief account of specific approaches to translation teaching, presenting some work of different scholars on translation teaching alongside some theories and what translation students should learn and be trained in to be professional translators. The paper then discusses the usefulness of using corpora in translation teaching for both teachers and students. Using comparable bilingual corpora serves as a consulting source for the former and develops the linguistic knowledge, language use, and conventional language structures for the latter. After that, the paper reaches its main topic; teaching translation during the COVID-19 outbreak. Three primary research questions the present paper seeks to answer. These are: how does teaching translation during the COVID-19 outbreak look like? What are the challenges encountered in teaching translation during the COVID-19 outbreak? What are the discoveries found in teaching translation during the COVID-19 outbreak that may serve as advantages/solutions for the challenges faced? As mentioned earlier, the present paper aims to explore the obstacles encountered by translation teachers in online teaching during the COVID-19 outbreak. It also seeks to pinpoint the possible solutions proposed by the participants to surmount the challenges faced.

To answer the three research questions mentioned above, a comprehensive questionnaire, which is composed of three closed-ended queries and four open-ended questions, has been conducted. This questionnaire has been distributed to sixty translation teachers from different parts of the world to contribute to the current research. After eliciting the responses from the target audience, the quantitative and the qualitative data, have been meticulously analyzed. In crude terms, as a response to the first research question, the data shows that about 40% of the participants evaluate their online translation teaching experience during the COVID-19 outbreak as enjoyable and exhilarating. On the contrary, no participant has assessed their online translation teaching experience as not good, nor has any participant assessed their online translation teaching experience as terrible. As for both the second and the third research questions, the data demonstrates that the majority of the participants have encountered obstacles in online translation teaching and have concurrently proposed solutions to resolve them.

Literature Review

Approaches to Translation Teaching

It is claimed that since translation involves differences at different language levels along with undeniable translation loss, teachers should work to improve their students' abilities to address these divergences. Students should learn the typographical aspects in both the source and

receptor language, reference markers, false friends, linguistic differences as well as semantic incoherence. They should be fully aware of the syntactical and structural gaps between languages, including passive voice, gerund, word order, relative clauses, and syntactical ambiguities. They also need to be cognizant of the differences in the use of idioms and metaphors. Moreover, students need to be well-versed in the differences in the stylistic features between languages, such as conciseness, register, pedantic use of language, and avoidance of redundancy (Ibern, 1996; Prez, 2005). Teachers should inform their students of the names and locations of the relevant reference books, such as monolingual and bilingual dictionaries, glossaries, thesauruses, collocation dictionaries and so on, in addition to training them on how to use such references (Newmark, 1991). This is espoused by Hubert (2017), who places particular emphasis on the proper use of dictionaries, particularly the denotative and connotative meaning. He claims that translation is not a process of transmitting meaning from one linguistic system into another but rather an act of producing a new text.

The teacher chooses a particular text to be translated by students at home. They reword the selected text and bring it to the class for discussion. Each student reads out their translation and receives comments made by the teacher. Finally, the teacher picks up the optimum translation work and presents it to the class (Mahadi, Vaezian & Akbari, 2010). Kumaul (1995) has held the view that students should be taught to translate confidently. This requires students to have gained some experience concerning how to deal with culture-specific references found in the source text. Hence, when students find such culture-bound elements in the source text, they should be aware of their role in the original text and will know how to cope with them in the target text (Baer, 2017).

This may lead us to a very significant issue, which resides in the notion of whether students should be taught to translate into or from their mother tongue. It is claimed that translating into a native language is deemed the natural way. This emanates from claims made in bilingual education, which rest upon the notion that linguistic competence is seldom symmetrical. This means that translating into one's mother tongue is superior to rendering texts into a foreign language (Hatim, 2001). This is supported by Newmark (1988), who argues over the merit of the notion that rendering texts into the language of habitual use is perhaps the only way a particular person can translate precisely, naturally, and efficiently. On the contrary, employers and teachers hold the view that bilingual linguistic competence can work both sides, and translators should encounter no problems to translate in both directions, i.e., from and into a foreign language (Hatim, 2001). Based on the preceding, teachers must teach and train students to render texts from a foreign language into their mother tongue and vice versa.

Nord (2009) believes that translation teaching should be made similar to the process of translating itself. She propounds 'functionalist didactics', which contains specific measures and criteria. Such criteria serve as the primary basis upon which choosing texts for translation in the class, classifying translation problems and translation strategies, monitoring students' progress as well as evaluating translation work are primarily grounded. Within the same line of thought, Gile (2009) argues over the merit of the notion that teaching translation should be oriented towards the translation process rather than the analysis of translation errors. He sheds light on the importance of discussing certain translational concepts in the class, such as fidelity to the source text message, quality, comprehension, communication, and acquiring knowledge through

information sources. In this, Gile (2009) points to a preliminary learning stage in which students learn basic concepts and receive comments made by their teachers to improve their translation work.

Kiraly (1995), criticizing traditional translation pedagogy, points out that there are no evident translation teaching methods that develop translation students' competence. He then explains that courses that enhance translation skills are generally not grounded in a clear line of pedagogical approaches aligned with the objectives of translation instruction, the understanding of the pedagogical impacts on students' performance and translation proficiency, as well as the nature of translation competence. On the contrary, Kiraly (2000) suggests his translation teaching method, which is grounded in learning through experience and collaborative learning, which is primarily based on learner's autonomy, awareness, and authenticity (Van Lier, 1996; González-Davies, 2017). He asserts that a typical teacher-oriented translation class does not seem to be the appropriate approach for improving a professional concept. What is more, such an approach fails to provide students with the opportunity of working in groups with other professionals. Kiraly (2000) proposes a translation class in which the teacher guides and scaffolds students to promote their translation standards from novice to professional translators. He stresses the importance of learning in groups and draws the attention away from the typical knowledge distribution in the traditional classroom toward multidirectional and multifaceted interaction between diverse participants in the classroom situation.

This is advocated by Colina and Venuti (2017), who assert that translation teaching has shifted from a positivist to a constructivist epistemology, from the focus on the source and target texts to the translation process and translator and from teacher-centered to student-centered approaches. Generally, Hurtado (2005) argues that there are three critical components involved in every translation teaching process; these are translation as the subject of teaching, translator's competence as ability and knowledge needed for translation as well as the translator's competence acquisition as a tool to develop such competence. Along similar lines, Colina (2003) asserts that translation is deemed a specific type of communicative competence. The translator, in addition to having discrete competencies in the source and target languages, is required to possess intercultural and interlingual communicative competence.

Another development within the pedagogical context of translation is represented by the work of Lave and Wenger (1991), which made a shift from read-and-translate to the learning process and learner, namely situated or contextualized learning. Kelly (2005), addressing the pedagogical context of translation, provides a descriptive account of the process specific to syllabus design and addresses the training process outcomes. Moreover, Kelly (2005) gives an example to illustrate the training process outcome by claiming that students are capable of collaborating with different professionals who take part in translation work, such as revisers, editors, fellow translators, terminologists, documentary researchers as well as layout specialists through specifying the possible difficulties encountered in each situation and adopting strategies for surmounting them.

Concerning electronic translation teaching, Hartono (2015) holds the view that it is time for translation teachers to include web technologies as part of their translation classes. They should train their students in the use of technology to be able to use electronic resources for improving

their translation performance. He asserts that translation teachers should set certain online activities for students, such as assigning tasks of reading online journal articles, making a tutor blog for sending assignments and providing feedback, making use of blogs for correcting students' translation work, and so on. Such an approach based on web technology products is known as the interactive web teaching approach (Hartono, 2015). Indeed, the use of a blog in translation teaching is deemed beneficial. It serves as an electronic journal that can be updated at any time and can easily be used for assignment correction (Tseng, 2008).

Using Corpora in Translation Teaching

It is argued that using corpus tools in teaching translation would scaffold student translators in improving their linguistic knowledge, standard and non-standard language uses, and conventional language structures (Mahadi et al., 2010). Within the same line of thought, Jiang and Rij-Heyligers (2008), explaining the theme of using parallel corpora in translation teaching, point out that translators should possess intercultural competence to be intercultural mediators. They add that such requirement should be addressed when teaching translation. They then explain that for this requirement to be met, translation teaching should focus on the development of students' global awareness and intercultural competence as well as gaining an understanding of diverse cultures. This is lent credence by Coffey (2002), who contends that source language corpora can be utilized in translation teaching to assist students in surmounting their interlingual problems, including culture-specific references, wordplay, and so on. He further adds that translation teachers can use the source elements of parallel corpora to formulate assignments for translation students and use the target elements to compare students' work to that of professional translators.

Baker's (1995) views concerning the use of parallel corpora in translation call for the notion of relying on parallel corpora to offer accurate models for translation students and trainees. Along similar lines, Pearson (2003) holds the view that comparable bilingual corpora can be helpful to teachers of translation as such corpora may serve as a consulting source to validate the teachers' intuitions and offer students evidence. Pearson (2003) then accentuates that comparable bilingual corpora can never offer any detail concerning the language used in translation since all the texts contained therein are original. However, Pearson (2003) suggests using parallel corpora alongside comparable corpora as a solution to the current problem.

Teaching Translation during COVID-19 Outbreak

With the emergence of a new type of coronavirus termed COVID-19 in Wuhan City, Hubei Province, China, at the end of 2019 and its fast spread nearly over the entire globe, the educational systems in the world have inevitably undergone pivotal and momentous changes that have ipso facto affected the process of teaching and learning concurrently (Dhawan, 2020). Distance learning in the form of online education has become necessary (Khan, Kumar, Supriyatno & Nukapangu 2021) to maintain social distancing between people insofar as the virus is highly contagious. Indeed, it is argued that the panic caused by this virus is probably more dangerous than the virus per se. In other words, the fear resulting from such a virus is considered scarier than the virus itself. Amongst the academic fields that have been affected and have necessarily become taught online is translation. The topic of the present paper is unequivocally considered relatively new; there is only a single study in the literature conducted by Akmaliah, Karman, Rosyid Ridho, and Khomisah (2020) that deals with the online teaching of Arabic

translation in the era of the COVID-19 pandemic restrictions. However, the present paper differs from the said one insofar as it discusses the obstacles encountered in online translation teaching during this pandemic and explores the different solutions proposed by the research participants to surmount such obstacles.

Methods

The present paper adopts a mixed research method, utilizing both quantitative as well as qualitative research. This is clearly shown in the type of questions that make up the comprehensive questionnaire used to collect the relevant data to answer the current research questions. Although the present paper only exploits a questionnaire, it is considered to have adopted a mixed-method, which is composed of both quantitative and qualitative research. This is because the questionnaire concerned consists of both closed-ended and open-ended questions, the detail of which will be given in the section on ‘instruments’. The reason behind the use of the mixed-method in the current research lies mainly in the fact that adopting a mixed-method enables the researcher to elicit both quantitative and qualitative data, a matter that significantly supports the research, enhances its credibility, and strengthens its results.

Participants

The questionnaire in question has been distributed to sixty translation teachers who have taught translation during the COVID-19 outbreak. These translation teachers are indeed university professors who are specialized in translation studies and have taught translation online during the COVID-19 outbreak. Also, these translation teachers are professional translators, the contact addresses of whom are published on the websites of three well-known international translation associations, which are: The Chartered Institute of Linguist, American Translators Association, and International Federation of Translators. The reason for choosing this particular type of participants, i.e., being both translation teachers and professional translators, is to enhance the data gathered, strengthen the research results, and advocate its credibility.

Instruments

To answer the three research questions of the present paper, a comprehensive questionnaire, which is composed of both closed-ended and open-ended questions, has been utilized to elicit both quantitative and qualitative data. The questionnaire consists of seven questions; three of which are closed-ended, while four are open-ended questions. The first question is closed-ended and contains within itself three different questions. The second and the sixth questions are also closed-ended, though they have no parts. The third, fourth, fifth, and seventh questions are all open-ended questions. In responding to the closed-ended questions to elicit quantitative data, numbers and percentages within tables have been adopted to mark the differences between the de facto choices based on the participants’ selection. However, in analyzing the open-ended questions to obtain qualitative data, the participants’ answers have been categorized into groups based on the similarities and differences of the participants’ responses. Similar responses have been comprised in a particular group, while other different reactions have been included in another group, and so on. Codes like ‘the majority of the participants, a group of participants, etc.’ have been employed to mark the distinction between the participants’ views on a particular phenomenon. In addition, specific quotations of some participants have also been used to advocate and give credence to a specific point of view.

As mentioned earlier, the first question is closed-ended and it possesses three parts: the first of which asks as to whether the participant is male or female, while the second investigates as to whether the participant considers himself/herself a translation teacher or a translation teacher and a translator. The third part asks the participants about the period during which they have been teaching translation, giving five different choices. The second question is also closed-ended and seeks to elicit the response concerning how the participants have taught translation during the COVID-19 outbreak, giving the participants six different choices, at the same time they can pick up more than one choice. Furthermore, there is a seventh choice where the participants can specify by writing how they have taught translation during the COVID-19 outbreak. The third question is open-ended, asking the participants about the central electronic platform they have used in teaching translation during the COVID-19 outbreak and the reason(s) behind such choice.

The fourth question is open-ended, investigating the advantages and drawbacks of teaching translation online during the COVID-19 outbreak. The fifth question is also open-ended, interrogating the major obstacles encountered in teaching translation online during the COVID-19 outbreak and the suggested solutions. The sixth question is closed-ended, asking the participants to evaluate their online translation teaching experience during the COVID-19 outbreak, providing six choices. The last question seeks the participants' views concerning the way in which teaching translation online can be improved.

Procedures

As stated previously, the present paper has used a comprehensive questionnaire, which consists of both closed-ended and open-ended questions to elicit both quantitative and qualitative data. This questionnaire has been designed on google forms. The link to the questionnaire concerned has then been sent to the e-mails of the participants along with a consent form, asking them to fill in the questionnaire if they wish, provided that any participant who would like to fill in the questionnaire should complete the consent form first, which confirms their consent/acceptance to participate in the current study. After receiving 60 google forms completed, the analysis process has been carried out. The quantitative data has been analyzed using percentages and numbers in tables, while the qualitative data has been analyzed using different codes and categories, as mentioned in the section of 'instruments'.

Results

Table 1. *Participants' gender*

Male	40%
Female	60%

Table 2. *Participants' profession*

Translation teacher	23.33%
Translation teacher and translator	76.67%

Table 3. *Participants' length of experience in translation teaching*

Less than a year	3.33%
More than a year	20%
More than three years	3.33%

More than five years	40%
More than ten years	33.33%

Table 4. *Participants' way in teaching translation during COVID-19 outbreak*

Online through a specific electronic platform	90%
Through sending materials via E-mail	10%
Through using WhatsApp	0%
Through using Telegram	0%
Through using Twitter	0%
Through using Facebook	0%
Other	0%

Table 5. *Participants' online translation teaching experience during the COVID-19 outbreak*

Enjoyable and exhilarating	40%
Very good	23.33%
Good	13.33%
Good to some extent	23.33%
Not good	0%
Terrible	0%

Discussion

Responding to the first question, table one shows that 60% who have participated in the questionnaire concerned are females, while 40% who have taken part in the questionnaire under study are males. Table two also demonstrates that the participants who consider themselves both translation teachers and translators are 76.67%, while those who regard themselves as translation teachers only are 23.33%. Finally, table three confirms that 40% of the participants have been teaching translation for more than five years, whereas 33.33% have been teaching translation for more than ten years. About 20% of the participants have been teaching translation for more than a year, while 3.33% have been teaching translation for less than a year. Likewise, 3.33% of the participants have been teaching translation for more than three years.

Answering the second question of the questionnaire concerned, table four shows that 90% of participants in the current questionnaire have taught translation during the COVID-19 outbreak online through a specific electronic platform only. In comparison, 10% of the participants have taught translation during the COVID-19 outbreak only through sending materials via E-mail. The table does not show any participant who has taught translation during the COVID-19 outbreak using WhatsApp, Telegram, Twitter and Facebook, or any other electronic application.

As a response to the third question of the questionnaire under study, the majority of the participants who have taken part in the current questionnaire have used 'Blackboard' as the central electronic learning platform in teaching translation during the COVID-19 outbreak. They have justified their choice by pointing out that 'Blackboard' is chosen by the universities with which they are affiliated to be the central electronic learning platform for distance learning. Moreover, the 'Blackboard' features mostly meet all the requirements of distance learning and

live up to the users' expectations. Furthermore, it is helpful, efficient, well-known, and easy to use.

Another group of participants have used 'Zoom' as the central electronic learning platform in teaching translation during the COVID-19 outbreak. They claim that 'Zoom' is helpful in translation teaching as it enables its users to display and view texts, which would facilitate the discussion of students' translations as it would have been done in typical classrooms. Two other groups of participants that are equal in size have used 'Google Meet' and 'Jitsi' as the central electronic learning platform in teaching translation during the COVID-19 outbreak. The group of participants that have used 'Google Meet' have justified their use by asserting that it is the platform approved by their universities, besides its clarity and its good connection. On the other hand, the group of participants that have used 'Jitsi' have supported their choice by stating that it is a useful platform and is deemed a free open software. The minority of participants have been found in two groups, which are equal in size. The first group have used 'Microsoft Teams' as the central electronic learning platform in teaching translation during the COVID-19 outbreak. In contrast, the other group have used 'Learning Management Systems (LMS)' for the same purpose. Unfortunately, no group of these have justified their use.

Other groups of participants have used two platforms in teaching translation during the COVID-19 outbreak. The group that comprise the majority of the participants who have used two platforms have used both 'Blackboard and Microsoft Teams'. They have backed their answer by stating that the said platforms are approved and supported by their universities. Two other equal groups of participants in size, though less in the number of participants than the previous group, have also used two platforms in teaching translation during the COVID-19 outbreak. The first group have used both 'Blackboard and Zoom', whereas the other group have used both 'Zoom and Microsoft Teams'. Unfortunately, no group of these have justified their specific use of two platforms. The last group of participants have not used a particular platform in teaching translation during the COVID-19 outbreak; rather they have relied on various social media without specifying any of the social media utilized and without mentioning the reason(s) behind such behavior.

Looking meticulously into the answers to the fourth question of the current questionnaire, the majority of the participants who have contributed to the questionnaire under study have given both advantages and drawbacks in teaching translation online during the COVID-19 outbreak. Other participants have only mentioned benefits as they do not see any defects in teaching translation online during the COVID-19 outbreak. Conversely, there are groups of participants who do not see any advantage in teaching translation online during the COVID-19 outbreak and believe that such type of teaching in the current circumstances is entirely abortive.

Concerning the advantages stated by the participants, one group of participants have pointed out that teaching translation online has enabled teachers and students to exploit CAT tools, force students to use their computers, explore different technological resources and solve the problems particular to internet connection and lack of projectors, which may have been a source of annoyance to teachers in regular classes. What is more, giving online exams is better in terms of marking, managing, and monitoring. Another group of participants believe that teaching translation online is deemed a new learning experience as both teachers and students are exposed

to exploring and using new technologies in learning translation. This is lent credence by Khan, Kumar, Supriyatno, and Nukapangu (2021), who point out that technology helps improve the students' learning possibilities. Such use of technology helps facilitate the teacher's job in terms of sharing documents and other materials with students online. Also, online translation teaching makes teachers and students unworried about driving early to the university, arriving late, or even what to wear.

The third group of participants claim that teaching translation online helps make the translation teaching process continue despite the current critical circumstances that the whole world is experiencing. Using online tools, such as quizzes, polls, and chat would contribute to the interaction process. Students become more active, enjoying the online learning experiences. Another group of participants indicate that teaching translation online enables students to attend online classes wherever they are, and the times of courses are suitable for both teachers and students. Moreover, students can watch the lectures and listen to the recordings as much as they want. Indeed, teaching translation online saves teachers time and energy.

The fifth group of participants believe that teaching translation online has paved the way for the sake of providing multiple translation courses taken from different universities all over the world, a previously inaccessible matter. Hence, such diverse translation courses have attracted other students from different linguistic and cultural backgrounds. Also, teaching translation online has allowed the teachers to further focus on providing each student with a detailed individual analysis of their mistakes and the areas they suffer from based on their translation assignment.

Another group of participants think that teaching translation online is considered more enjoyable than traditional teaching. There are various technological resources that can be of use to students. Such type of teaching is also deemed better than face-to-face teaching as all students can attend the class wherever they are, and they can listen to the recorded class as much as they want. What is more, teaching translation online plays an essential role in promoting the level of understanding the translation process and enhancing students' research competence in the field of translation studies. This is seconded by Hubbard (2004), who argues over the merit of the notion that learning based on the instructional media reveals a clear impact on student's performance in comprehending the course materials compared to traditional instructions. Online teaching also lends teachers more time to prepare for their classes.

The seventh group of the participants argue over the merit of the notion that teaching translation online is advantageous. A participant of this group states: "translation is a versatile subject which can be easily taught online with minimum challenges." It is easy for students to follow their teachers online, making use of online resources. Moreover, teaching translation online helps increase the capacity of online classes, which may enable as many students as possible to join the class and benefit from the online lecture. This group of participants believe that one crucial purpose that teaching translation online serves is to save and protect teachers and students from COVID-19 through applying social distancing and imposing distance learning. Finally, from the financial point of view, teaching translation online saves government money.

Concerning the drawbacks pointed out by the participants, one group of participants believe that teaching translation online may lead to a situation where the teacher is unable to monitor and control students during the translation process. This springs from the fact that the teacher cannot interact with students face-to-face. This, the group in question assume, would decrease the level of willingness for teaching. Also, several students seem uninterested in studying and interacting and become absent-minded during the online courses, which is unlikely to be the case in typical courses. Moreover, the element of punctuality does not seem to be adhered to by many students, which causes delays at the start of the lecture.

Another group of participants believe that teaching translation online may lead to a situation where it is difficult to see who is behind the screen, especially if the student has turned off the camera. Consequently, you may feel at different times that you are talking to yourself or the screen. At the start of this pandemic, both teachers and students were unprepared to use online teaching and technology. Exam management is problematic unless the teachers give projects or essays to their students. There is an evident lack of interaction from students. Group work and class discussion are not as effective and efficient as in typical classes. What is more, differences in time zones and connectivity may affect the smoothness of classes.

The third group of participants see that teaching translation online does not secure and ensure fair exam assessment. Indeed, students can easily cheat in translating, either by asking the best students to send them their translation or through machine translation. Teachers need to spend more time discussing and commenting on students' translations. Group work cannot be adequately organized as in typical courses. Each student's feedback needs to be explained in detail; however, the limited time for online courses and the weak internet connection, have not enabled teachers to give detailed feedback to their students. Furthermore, some universities have increased their capacity for student admission and registration as the classes are virtual, which has affected the level of students' engagement in the class discussion.

The fourth group of participants point out that teaching translation online is disadvantageous; internet connection issues and audio problems have prevailed. In addition, identifying weak students has become quite tricky due to the poor interaction by all the students generally. Also, some teachers who used to give written tests in translating are no longer able to do so and suffice with multiple questions tests, which are not as rigorous as the written ones, which would affect the quality of students' translation assessment. The group of participants concerned have also stated that virtual classes lack motivation, which may result in less participation and interaction from the side of students.

Responding to the fifth question of the current questionnaire, the majority of the participants who have taken part in the questionnaire concerned have experienced significant obstacles in teaching translation online during the COVID-19 outbreak and have also provided suggested solutions for resolving the challenges in question. Another group of participants have only stated major obstacles in teaching translation online during the COVID-19 outbreak without offering any solutions. The last group of participants do not see any significant obstacles in teaching translation online during the COVID-19 outbreak.

Considering the participants who have experienced major obstacles in teaching translation online during the COVID-19 outbreak and have provided suggested solutions, one group of them hold the view that they have shared weak connection when using the internet, but have offered the recording of the online sessions so that students can listen to the recording whenever they want. They have also believed that with the several internet problems, a particular network should be established only for the sake of distance learning.

Another obstacle pointed out by this group is the insufficient familiarity of both teachers and students with distance learning. One solution they have suggested to resolve this problem is to provide both teachers and students with intensive online training courses to enhance their abilities to cope with technical issues. The group in question have also encountered a lack of interaction from the side of students. They have suggested that there must be clear instructions made by teachers and sent to students every week, explaining the importance of students' interaction.

They claim that group work and open discussions are different and are not as efficient as in regular classes. However, they propose that a discussion forum should be activated. Moreover, extra support along with advice from teachers should also be given. The group have further suggested that students need to be provided with regular feedback on formative assessment and should be given after finalizing a particular section summative assessment. This is backed by Akmaliah, Karman, Rosyid Ridho, and Khomisah (2020), who believe that feedback is crucial as it helps students evaluate their work in a better way. Within the same line of thought, Masantiah, Pasiphol, and Tangdhanakanond (2020) assert that feedback is deemed amongst the optimum ways to strengthen students' evaluation accuracy. The learning objectives and outcomes should be modified with the release of the relevant materials in advance.

Another group of participants have encountered obstacles when organizing both individual translation projects as well as group translation projects. They suggest resolving such problems by making use of a specific electronic platform known as 'Trello', which they claim is beneficial. This group of participants have also faced technical issues, connection dropouts as well as students' weaknesses in dealing with various types of technologies. They have suggested for resolving such issues the presence of excellent and reliable IT support, using a particular cable for the sake of internet connection rather than a Wi-Fi and providing students with training courses to strengthen their abilities to deal with technologies.

The third group of participants confront the problem of having many students in a single class, particularly in practical translation courses. They propose reducing the number of students in classes, especially those that involve practical translation exercises. This is to give a chance to as many students as possible to read their translations, justify their choices of vocabulary, and comment on the translations of their classmates. Also, for the sake of enhancing student participation, they suggest the use of the forum option in the electronic platform to give students more opportunities to be involved in the class discussion. Another obstacle stated by this group is the ascertainment of whether or not students themselves do class activities with no help. They suggest the use of a breakup room on 'Zoom' to resolve this problem. The last obstacle encountered by this group is the repeated technical issues students face in accessing both the online classes and the online exams. They propose flexibility in the attendance policy, extending

deadlines several times, and allowing students to take exams multiple times. This is in line with Anderson (2004), who contends that online teaching should involve affordability, accessibility, flexibility, and life-long learning.

Concerning the participants who have only stated the significant obstacles they have encountered in teaching translation during the COVID-19 outbreak without providing any suggested solutions, one group of them have said that one of the obstacles they have faced is that certain materials need to be discussed in regular classes. They claim that teaching translation online does not enable teachers to know whether or not students are present and have understood what has been said in the lecture. Another group of participants point out that amongst the major obstacles are a poor internet connection, audio issues, students' lack of internet services, and unfamiliarity of students with the use of technological equipment. They go on to argue that there are other significant obstacles encountered in teaching translation online, which mainly lie in students' different disciplines, the difference in their ages, behaviors as well as morals. They agree with the previous group on the obstacle teachers face concerning the ascertainment of whether or not students themselves understand what has been said in the lecture and do their homework on their own without assistance. Another obstacle stressed by this group is the absence of some students from classes, pretending that they could not access the platform. The third group of participants assert that significant obstacles in teaching translation online hinge chiefly upon the bandwidth.

Concerning the participants who hold the view that there are no significant obstacles faced in teaching translation online during the COVID-19 outbreak, one group of them have pointed out that teaching translation online has no significant obstacles encountered during the online teaching process. Another group of participants believe that nothing is deemed a significant obstacle in online translation teaching. They continue to argue that the phrase: 'major obstacle' is misused in online translation teaching, explaining that teaching translation online is an excellent experience and is void of obstacles.

As an answer to the sixth question of the questionnaire under study, table five shows that 40% of the participants who have taken part in the current questionnaire evaluate their online translation teaching experience during the COVID-19 outbreak as enjoyable and exhilarating. About 23.33% of the participants who have filled in the questionnaire concerned consider their online translation teaching experience very good. Also, 23.33% of the participants consider their online translation teaching experience good to some extent, whereas 13.33% of the participants evaluate their online translation teaching experience as good. No participant has assessed their online translation teaching experience as not good, nor has any participant considered such experience terrible.

Analyzing the answers to the last question of the questionnaire concerned, all the participants who have taken part in the current questionnaire under study have proposed different methods and approaches through which teaching translation online can be improved. One group of participants believe that online translation teaching may be improved if the number of students in each virtual classroom is reduced. It can further be enhanced if both teachers and students are well trained in using different types of technology, including CAT tools. Another group of participants believe that online translation teaching can be improved by adding a particular

technological feature in the electronic platform that enables teachers to observe and monitor students' translation tasks performed during the virtual classroom. Certain online services may be employed to serve such a purpose, such as Google Docs, on condition that the number of students in the virtual classroom concerned is limited. The third group of participants think that practice makes perfect. One participant of them states: "the more we teach online, the more innovative we will become in online teaching. Seminars, webinars, and workshops will help us improve our skills. Sharing best practices among teachers is also useful."

Another group of participants believe that online translation teaching can be improved if the learning objectives and outcomes of the online courses are changed and modified to fit the current situation and live up to the expectations of the students. The group in question also point out that one crucial factor that develops online translation teaching in general is to incorporate online materials within the syllabuses of the regular classes and make them accessible. The fifth group of participants believe that the optimum method for translation pedagogy is the simulation of the work environment. This means that students should be wholly provided with all the electronic resources, as translators who translate for the job market, such as access to different monolingual and bilingual dictionaries, machine translation as well as translation memories. The group in question also assert that online translation teaching can be improved through engaging students in electronic sessions and making them involved in peer review translation work. They further add that constant online translation teaching, learning, and communication between teachers and students through several online methods play an undeniably substantial role in online translation teaching development.

The sixth group of participants assert that online translation teaching can be improved by way of amending the taught materials and method of assessment to be suitable and appropriate for online teaching and distance learning. They claim that education policy-makers should set clear roadmaps for designing courses that entirely fit online teaching. What is more, the quality of electronic learning platforms used in online translation teaching needs to be improved, and the value of online and distance learning should be fostered. Furthermore, student interaction within the electronic platforms should be promoted. A different group of participants see that there should be an electronic trusted body approved worldwide and used for online translation teaching. This would unify the online platform and make it accessible to all online users. The group concerned also recommend using a camera by both teachers and students to create an atmosphere similar to that of the regular classes. In addition, the notion of cooperation between teachers and students to promote the online teaching and learning process is of paramount importance. The group in question argue over the merit of the notion of preparing graphic and video tools.

Conclusion

The present paper has addressed translation teaching during the COVID-19 outbreak. It has delved into the obstacles encountered in online translation teaching and has concurrently probed into specific proposed solutions to surmount such obstacles. The paper has arrived at essential findings represented by the fact that 40% of the participants evaluate their online translation teaching experience during the COVID-19 outbreak as enjoyable and exhilarating. In contrast, no participant has considered their online translation teaching experience not good or even terrible. The paper also concludes that most of the participants have encountered obstacles in teaching

translation during the COVID-19 outbreak and have suggested solutions in concert to surmount them. Amongst the obstacles reflected by the data is the weak connection when using the internet, which can be resolved by recording the online lectures and establishing a specific network to be used only for distance learning. Another obstacle is the insufficient knowledge of both teachers and students concerning distance learning, which can be overcome by providing both teachers and students with intensive online translation teaching/learning training courses. Participants have also experienced problems concerning the lack of students' interaction. They have suggested that there must be specific instructions made by teachers and sent to students every week, explaining the importance of students' interaction. Another obstacle is that group work and open discussion are different and are not as effective as in regular classes. Such a problem may be solved by activating the discussion forum, giving extra support and advice from teachers. Also, students should be given regular feedback on formative assessment and should be given after finalizing each section summative assessment. The learning objectives and outcomes should be modified with the release of the appropriate materials in advance. Another critical challenge faced by the participants resides chiefly in the way in which individual and group translation projects are organized. They propose using a specific electronic platform known as: 'Trello' insofar as it is largely helpful in this respect. Technical issues and connection dropouts have also formed real obstacles surmounted by depending on reliable IT support alongside using particular cables for internet connection instead of Wi-Fi. The large number of students in practical translation classes is another challenge the participants face, which can be overcome by reducing the number of students in each practical translation class and activating the forum option in the electronic platform for further class discussion. The ascertainment of whether or not students themselves do class activities with no assistance is another obstacle encountered by participants. They propose the use of a breakout room on 'Zoom' to resolve such an issue. The repeated technical problems faced by students in accessing both online classes and exams have also formed real problems. Participants have suggested having flexibility in attendance policy, extending deadlines several times, and making online exams available multiple times.

Acknowledgments

This project was funded by the Deanship of Scientific Research (DSR) at King Abdulaziz University, Jeddah, under grant No. (G: 22-125-1442). The author, therefore, acknowledges with thanks DSR for technical and financial support.

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