Online Model For Translation Teaching and Learning Pasca Covid-19 Pandemic For EFL University Learners

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Abstract

This study aimed to provide more information about online model for translation teaching and learning pasca covid-19 pandemic for EFL university learners. This study utilised qualitative descriptive methodology, namely through conducting a survey, to conduct an empirical examination on a specific issue in the field of translation. The survey was administered to a group of students, providing useful information. A total of 16 students were selected as a sample from the English education department of Universitas Megarezky. The findings indicated that the online translation course was successful for students in using some online media (Free Online Translator and Google Classroom.). Based on documented field observations, translation lecturer utilized Google Classroom as online learning tools to oversee theoretical tasks, facilitate material discussions, and employed Free Online Translator for translation practice. Most students possess the necessary information and abilities to effectively utilise and benefit from the website. According to the lecturer's teaching technique, few of the respondents expressed their dislike for the online lecture mode due to the challenges they encountered. It can be concluded that most of respondents has a favorable opinion of using Free Online Translator and Google Classroom. This has the potential to be a beneficial enhancement for approaching online lectures in the future study.

Keywords

EFL students
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Introduction

The Director-General of the World Health Organisation officially designated Covid-19 as a pandemic. As the new Covid-19 rapidly crosses international boundaries, certain nations are implementing steps to manage and mitigate the spread of the virus. Such strategies vary from complete to partial lockdowns (Almahasees, 2022). The Covid-19 pandemic is a transformative force that is altering the trajectory of schooling in Indonesia (Almahasees, 2022; Sujarwo et al., 2020; Sukmawati et al., 2022). The conditions and situation during the Covid-19 pandemic made society and the world of education aware that a place to study is not just a school building, learning and the learning process can be done anywhere and anytime (Nurhikmah et al., 2021). The intention to study diligently must be instilled in all students. This situation provides insight to teachers and educators that they are not the only source of learning, students can get other adequate sources (Mahsunah, 2021).

The educational revolution has long been reflected in Indonesian education. This phenomenon is essentially a result of a transition away from conventional classroom conduct towards educational activities focused on internet media. This change had not been fully realised before to the onset of the Covid-19 outbreak in Indonesia. The vast majority of educational institutions in Indonesia presently rely on online media to ensure the continuity of the teaching and learning process, especially at the higher education level (Nugroho et al., 2020). In these situations, learners might choose to interact conventionally by physically meeting in person, but this was impossible owing to the epidemic. Instead, all instruction was moved online, and classes continued in a variety of online settings known as virtual learning environments (VLEs), where participants could only interact virtually (Oraif & Elyas, 2021).

Online learning has grown considerably over the previous ten years. People can further their education and acquire the skills they will need in the future thanks to the integration of the internet and education. There are three methods for teaching online: the enhanced approach, the blended learning method, and the online method. While blended learning combines traditional face-to-face learning with online learning, the enhanced approach is a cutting-edge onsite teaching style that heavily utilizes technology (Almahasees, 2022).
The growing prevalence of online education across all areas of study necessitates the adoption of more adaptable approaches to higher education and the development of innovative concepts for high school curriculums. Despite the widespread use of current information and communication technologies in foreign language instruction, written translation is still mostly conducted in person, as it involves the direct transfer of knowledge from an expert to a student (Gorozhanov et al., 2018; Mahsunah, 2021). In the era of globalisation, there is a pressing demand for college graduates who possess specialised English skills. The objective is to foster the development of proficient persons who possess the ability to comprehend and utilise material in English pertaining to their respective academic disciplines (Yang et al., 2018).

The online model for translating teaching and learning transcends communication networks. Due to the cell-based structure of such social networks, it is possible to

give theoretical and practical information in the form of modules that comprise problems, potential solutions, required internal and external resources, learning activities, and means to assess progress (Gavrilenko, 2018; Neill, 2016). Despite the popularity and significance of online translation courses growing over the past ten years, there is only a minor emphasis on online translation training and learning. In this regard, it is presumable that both academics and professionals need to have a better understanding of the advantages of online learning, the duties of instructors in these settings, and the ways in which these problems can be handled by trustworthy teaching translation for an effective learning process.

The process of translation is more complex and challenging than commonly perceived. Hence, when translating a text as a student, it is imperative that they possess a thorough understanding of the established protocol for the translation process. They must possess knowledge of or achieve proficiency in the set of rules in translation. When students translate a text, they must consider the specific rules that govern the process of translation. A translator should possess a comprehensive understanding of the writer's intended meaning and desired outcomes in their writing. The translation should be as comparable or closely aligned to the target language as possible, in order to ensure that readers can fully comprehend the intended meaning of the translation text (Mustathira, 2023).

As a result, this essay looks into the question of whether teaching translation is acceptable for online learning in general and for online translation courses in particular. It looks at ways that online translation instructors can enhance their instruction by choosing a solid pedagogical approach that will help them comprehend the conceptual issues surrounding online learning and the shifting demands of students, the labor market, and the translation industry, on the one hand, and modifying it to deal with the difficulties and issues associated with online learning, on the other (Ismail et al., 2019).

Some previous studies stated that it is necessary to include courses on machine translation (MT) in translation departments in the Arab world. This is because incorporating technology into translation curriculum would significantly impact the training of student translators, preparing them for their future careers as professional translators (Sabtan, 2020). Although it could be a help during COVID-19, face-to-face instruction cannot be replaced by online learning (Almahasees, 2022). Students who utilised the online translator achieved improved subscores on one or both writing tasks, namely in areas such as comprehensibility, spelling, content, and grammar (Neill, 2016). Once the student completes the translation of a text, he engages in a video conference with the tutor to analyse the errors and consider the challenges of the subsequent text (Gorozhanov et al., 2018).

Approximately 13.33% of the participants perceive their online translation instruction experience as satisfactory. The data also reveals that the majority of participants have faced challenges in online teaching and have simultaneously suggested methods to address them (Alwazna, 2021). The advantages of online learning include the ability for students to have control and accountability for their own learning, the opportunity to engage in real-world projects, the absence of a teacher-centered approach, and the encouragement of self-reflection. On the other hand, the disadvantages are evident in areas such as teamwork, peer review, and time management (Khoury et al., 2021).

Theoritical Framework

1. Online Learning

Technology that is developing very rapidly can easily influence and change people in their daily lives (Akhiruddin et al., 2023; Sujarwo et al., 2023; Sukmawati et al., 2023). At this time there are people who are technology illiterate, it will be too late to get information. Thus left behind to get various opportunities and opportunities to advance (Mahsunah, 2021). Technology practically can now be done at any time and anywhere, transcending time and location constraints (Nurhikmah et al., 2023). In the modern era, social media is used more frequently than face-to-face interactions to facilitate communication. People mostly connected through social media, like Facebook, Instagram, Whatsapp (WA), and others. Social media is employed in fields other than communication, such economics, particularly in online marketing (Serdar, 2019).

E-learning, often known as online learning, has gained significant attention in recent years throughout the world, with an estimated 5-7 million students now enrolling in at least one online course each year (Elfaki, Abdulraheem, 2019; Singh, Vandana, 2019; Davidson, Séverine, & Devaux, 2021). An online course is often used interchangeably with terms such as online learning, e-learning, distance education, online learning environment, and virtual classroom, depending on the specific learning situation (Khalid, 2014; Wu & Wei, 2021; (Oraif & Elyas, 2021). Online learning, which was forced to take place due to the Covid-19 Pandemic has many problems. We all know. Whoever we are: students, guardians of students, to teachers or lecturers will definitely feel it. Too many things to learn, too little time to think (Zare et al., 2016).

2. Translation Online Learning

The subject of online learning is extensively researched in the field of machine learning (Peris et al., 2017). Online learning approaches enable the system to acquire knowledge from post-edited samples and strive to prevent errors from occurring. Online learning is a concept extensively examined in academic literature. In the discipline of machine translation (MT) (Sujarwo, 2020), the majority of efforts have focused on customising an MT system to suit the user's needs or to specifically optimise it for a particular document (Peris et al., 2017).

Online translation learning encompasses the synchronous delivery of education, practices, and conversations related to translating knowledge, abilities, and/or theories (Su et al., 2021). Recently, the discipline of machine translation (MT) has made significant advancements, primarily as a result of the development made in corpus-based machine translation. In the present era, machine translation (MT) systems have become valuable assets for numerous consumers and enterprises, as they can automatically provide translations of satisfactory quality in a wide range of instances (Crego et al., 2016 in Peris & Casacuberta, 2019).

Online learning strategies are appropriate for achieving this objective. Online Learning (OL) is a machine learning approach where data is presented in a sequential manner and models are modified incrementally, one sample at a time. The online learning framework can be organised into four primary stages (Murphy, 2012). With the shift to online teaching, translation and interpreting (T&I) instructors were confronted with the challenging responsibility of efficiently delivering their courses in this new format (Hubscher-Davidson, Séverine and Devaux, 2021).

In the field of translation education, researchers believe that practical translation is a pedagogical approach that emphasises learning through hands-on experience (Mustathira, 2023). As empirical studies on translation pedagogy focused on product and process have advanced, several translation competence models have been established to fulfil market demands and keep up with rapid technology advancements (Khoury et al., 2021). Efficiency is paramount in the translation profession. In the present era, translation organisations are required to be exceptionally competitive and fulfil rapid commercial requirements. Post-editing (PE) is a well-established practice that has proven to be helpful in numerous instances (Domingo et al., 2019).

3. Learning Process in Pasca Covid-19 Pandemic

A pandemic is an epidemic that has spread to various continents and countries, generally affecting many people. Covid-19 is the first virus in Wuhan, China caused by an acute respiratory syndrome coronavirus. This virus has symptoms such as difficulty breathing, fever, headache, loss of sense of smell and loss of sense of touch. As a result of the pandemic, all education sectors are being carried out from home using the internet network (Sukmawati et al., 2022; Fitriawan, 2022).

The decree indicates that learning must be carried out in a systematic manner blended namely offline and online or called blended learning (Graham, 2014). Online learning, often known as remote learning, refers to a method of education in which the facilitator and students engage in learning activities outside of a traditional classroom setting, without being physically present in the same room or having face-to-face interactions (Asdar et al., 2023). Teachers facilitate education via online platforms accessible through the internet (Lalima, 2017; Sasabone et al., 2022). Following the Covid-19 Pandemic, relying solely on online learning (e-learning) is insufficient as it cannot completely meet the learning goals. Instead, it should be used as a supplementary method with traditional face-to-face classroom learning (Yasin & Kiman, 2022; Istiqomah, 2022; Yasin & Kiman, 2022; Noviani, 2022).

The sudden appearance of the Covid-19 pandemic necessitated a transition to online learning for students at Universitas Megarezky in Indonesia. This situation has created a pressing necessity to investigate certain pedagogical features of online education. The purpose of this study was to examine the Online model for teaching and learning translation in the postgraduate level. The COVID-19 pandemic's impact on English as a Foreign Language (EFL) university learners.

Based on the background above the research would like to formulate the research question as follow how does utilize Online model for translation teaching and learning pasca Covid-19 pandemic for EFL university learners?. The result of this study is expected to be useful theoretically and practically. Theoretically to enrich the theory of teaching English in order to apply online model for translation teaching and learning pasca Covid-19 pandemic for EFL university learners, to enrich their translation understanding through online model for translation subject. And expected the information of the result is useful for getting success in the teaching-learning process, so its quality can be increased. Scope the research of this study is used to avoid uncontrolled study that this study focuses on applying online model for translation teaching and learning pasca Covid-19 pandemic for EFL university learners. This study aims is to investigate Online model for translation teaching and learning pasca Covid-19 pandemic for EFL university learners.

Method

This study utilised a qualitative research methodology to achieve its purpose. The researchers utilise a tripartite methodology to collect data, which involves the use of observation, questionnaires, and interviews with students (Elida & Guillen, 2019). During the observation phase, the online teaching and learning methods of the lecturer of the translation course are being monitored in the S1 English education department of Universitas Megarezky. A total of 16 students were selected as a sample from the English education department of Universitas Megarezky.

In this study, the researchers utilised a questionnaire acquired from Google Forms and conducted in-depth interviews. A questionnaire is a method of collecting data in which a series of written statements is provided to the respondent for their answers (Creswell & Poth, 2016). The research methodology employed in this study was survey research. Survey methodologies are employed to collect data from a diverse group of individuals regarding a specific subject or matter (Leavy, 2017).

A survey was employed to gather data from a sample in order to describe the responses and feedback regarding the use of online learning. This survey comprised 20 items, which were presented in the form of both open-ended and closed-ended questions. The data utilised in this work was acquired through the means of observation, surveys disseminated via Google forms, online interviews conducted via social media, and documentation. An investigation was conducted on the policy of transitioning lecture activities to online learning systems. Questionnaires were distributed to assess the students' reactions to the use of online learning systems for translation instruction in the English education department at Universitas Megarezky.

The analytical data was collected through a Google form, which was used to examine participants' responses and feedback regarding their usage of online learning. The data was then analysed and described in order to gather the necessary information and answer specific questions (Huberman, 2014). The indicators of the questionnaire consist of four indicators through utilizing in translation instruction for English education department students of Universitas Megarezky.

Results

In the context of education, how, who, and what should be combined? Both structured and unstructured routes can be used to spread information and knowledge. This context is created through a number of network communication features, including a multi-channel and cell-based structure that spans a wide area. This platform for teaching is not just for communication networks or online.

Google Classroom has been utilized for several semesters. The two programs encompass all lecture content, including both PowerPoint presentations and e-books. Assignments offered to students serve as a method of assessing their comprehension of the lecture information provided. Moreover, Free Online Translator serves as a tool to educate students on how to utilize a translation website. This Free Online Translator is user-friendly and may be easily accessed on each student's laptop. Practically, students utilize this tool to execute the translation procedure.

Throughout the process of teaching and learning, the researchers complete an observation sheet in order to assess the students' comprehension of the website. The results of the observation sheet are provided in the following manner.

Table 1. Displays the outcome of Observation Sheet.

No	Statement	
1	Students comprehend the functioning of the website	100%
2	Students have the ability to utilise the 'terminology' tool	95%
3	Students have the ability to utilise the function menu	95%
4	Students request a repetition of the instructions on how to utilise the Web	95%

Based on the observation's findings, it was determined that all EFL students possess a comprehensive understanding of the website's functionality. The students possess the knowledge and skills required to operate and utilise the website as many as 100%. However, a small percentage of students, namely 5%, continue to have challenges while trying to utilise the terminology feature. This occurs due to the incompatibility of certain devices with the terminology being used. They consistently request repeat and rely on the lecturer for guidance in utilising it.

The data also showed that lecturers encouraged their students to prepare and complete their translation assignments at home before discussing the issues and difficulties students encounter during online classes. Additionally, it was requested of the lecturers to demonstrate whether they offer feedback to students on their translations during online classes as follows:

Lecturer: "Are you enjoying this online lecture for translation class?" Elaborate on your viewpoint.
Student (MR): "I desire a concise duration for this online lecture." Translation course is challenging and crucial for the progression of my future. However, I am encountering difficulties in comprehending certain aspects and face challenges in direct interaction with the lecturers.
Lecturer: "Why did you not inquire when there was an opportunity?"
Student (ON)"I feel a strong sense of shame because I am unaccustomed to engaging in this activity, he he he."

Based on the interview, we deduce that students undergo culture shock during the online learning process in translation subject. The lecturer has offered students several opportunities, such as online mode, but students have not yet adapted to this method and are hesitant to alter their learning style. This must be foreseen if online education is expanded in this pandemic environment.

Furthermore, the majority of the lecturers interviewed for online translation courses expressed that integrating diverse information technology resources into the teaching of translation courses is now an essential intellectual and cognitive requirement for both instructors and students. These resources provide students with the opportunity to connect with professionals online. Specialised groups and websites that focus on translations, online dictionaries, databases, and similar

resources. Additionally, they emphasised that this environment holds significant educational value for conducting translation courses.

Lecturer : Do you like the utilization of different instructional methods and learning materials by lecturers especially in learning translation?

Student (OT) : I enjoy the lecturer's use of Google classroom and the distribution of lesson showcasing their work to students. The lecturer is determined to record himself. I find Google Classroom to be a user-friendly and beneficial platform for learning. Regarding Free Online Translator is easy to use and we have much experience with it, I find this tool to be really proficient and intriguing to delve into.

Based on this feedback, students still have a highly favorable perception of the usage of diverse teaching applications. This situation brings a small but hopeful sign during the pandemic Covid-19, which is the utilization of many innovative educational technologies that can enhance students' understanding and excitement for online learning by using Free online translator. This process must be expedited and facilitated well, if online learning persists for an extended duration. The majority of their comments suggest a lack of awareness regarding the significance of implementing a dedicated teaching translation course for online platforms.

Furthermore, their responses have indicated that despite a limited understanding of the unique characteristics of online education, the absence of face-to-face interaction with learners, insufficient learner motivation, and the influence of the learner's psychological, cultural, ideological, and social factors. Despite the existence of linguistic disparities among students, the impact of these differences on the teaching process has been overlooked, and the need of modifying teaching philosophies to suit the requirements of online education has not been acknowledged. The majority of their comments indicated that they lacked a specific or cohesive teaching approach when instructing online translation courses.

The feedback from the majority of interviewed instructors has affirmed that simply adopting a clear and defined teaching philosophy for online translation courses is insufficient without the support of the institution. The institution plays a crucial role in facilitating the implementation of a tailored online translation course for teaching translation. The teaching translation course must be modified to align with the learners' ideological, cultural, social, and political attributes, as well as the objectives and capabilities of the institution. Teachers of online translation teaching courses face a significant responsibility in the online teaching process. They are not only responsible for imparting knowledge to students but also for educating them to effectively utilise online resources. For instance, an online instructor can assist students in selecting the most suitable resources for their translation lesson.

The function of a teacher has expanded beyond traditional approaches and styles that solely focus on textbooks. The teaching concept, however, was modified to foster self-directed learners who actively seek knowledge rather than passively receive it. Their comments have demonstrated that utilising online resources and an e-learning environment will enhance the teaching of translation courses in multiple ways, due to the digitalization of the translation industry. The concept of modifying translation teaching courses has become crucial and indispensable for instructing online translation courses.

Discussion

Nevertheless, the constant advancement of technological tools used in online courses makes it challenging to establish a fixed teaching translation for these courses.

The networks should possess diversity in order to accommodate learners of varying proficiency levels and offer a wide range of knowledge and experiences across different fields. Learners should be provided with convenient and unrestricted access to diverse and abundant sources of knowledge. Knowledge obtained through connectivism is distributed, meaning it is formed by networks of connections that result from ongoing interactions between individuals, cultures, organisations, and technology that link them together.

Knowledge is embedded throughout networks and can be stored in various digital formats. Connectivism aims to establish a connection between the acquisition of knowledge and the diverse range of perspectives, past experiences, and frameworks in which it is situated (Goldie, 2016). Implementing connectivism as a pedagogical approach for teaching online translation courses can offer an optimal solution for various challenges in e-learning, including low motivation, ineffective communication, psychological barriers between learners and instructors, limited social interaction, and high attrition rates.

The process of teaching online translation courses necessitates the active involvement of teachers, translators, and students within the framework of information technologies. This collaboration aims to develop a well-designed curriculum and an ideal learning environment that facilitates self-study and enhances proficiency in the area of translation (Gavrilenko, 2018). Hence, the concept of instructing online translation courses requires educators to use a specific pedagogical approach to tackle the disadvantages arising from the implementation of e-learning in translation education (Ismail et al., 2019).

The order in which the online learning materials are presented is unimportant in this scenario. Instead, it's the way it encourages students to find the appropriate material, organize it, and use it. A large number of interconnected modules may make up such an online model, which would give a broad overview of the field of translation. There is specific information available on how to develop the required aptitude and expertise, how to use various translation tools, where to find professional translation forums and databases, etc. The network is still a resource for learning, but students' activities and their capacity to learn on their own, locate and select the best way to develop skills, etc., are equally significant (Gavrilenko, 2018).

Teaching translation technology online presents numerous obstacles, as it involves resolving software issues exclusively through online means. For the virtual CAT classroom to operate well, it is essential for both students and the instructor to engage in active communication through various channels such as the course platform, online meeting rooms, Skype, or communication channels inside the CAT server software. Students should take initiative and communicate software-related inquiries to the instructor, bringing attention to potential technological concerns prior to the homework deadline (Jackman, 2021).

Some previous studies supported this study stated that The practical benefit of the online teaching and learning approach for translation is that it enables students to acquire certain components of the translation model through both organised and informal communication channels (Gavrilenko, 2018). The study unveiled the instructor's perspectives on the efficacy of online instruction in translation courses and the obstacles that students face during the learning journey. The participants perceived online education as less efficacious compared to in-person instruction (Almahasees, 2022). Efficient communication in online education starts with comprehending human communication and the distinctions between teaching in a physical setting and an online setting. Training is crucial for both freshly appointed faculty and experienced online lecturers to ensure effective communication and avoid any misunderstandings (Betts, 2013).

The findings demonstrate that the newly proposed computer-assisted translation system in this study not only improves translation performance, but also efficiently and rapidly accomplishes intelligent translation of memory-assisted long-character English. This system exhibits a high data recall rate, accuracy, and reliability. The system exhibits excellent compatibility and offers students an enhanced English teaching translation system, making it highly deserving of promotion and practical implementation (Gu & Li, 2022).

Online translation and interpreting learning primarily emphasises the use of blended learning or flipped learning methods (Kim, 2017), where traditional classroom instruction and online teaching facilitated by educational technologies intersect and complement one another (Ifenthaler, 2012). Only a small number of researchers have made efforts to explore the use of mostly or exclusively online learning in the domain of translation and interpreting education (Skaaden, 2017). Lee, J., Huh, (2018) explored the viewpoints of trainers and trainees on a business interpreting and translation training programme that is predominantly available online. The online programme was delivered asynchronously, using pre-recorded audio lectures created by trainers and subsequently distributed to the trainees. The results indicated that, on the whole, the trainees perceived online translation and interpreting learning to have more benefits than drawbacks. Additionally, over half of them regarded online translation learning and face-to-face translation learning as equally efficacious. It will be intriguing to observe if this great experience will also be applicable in a synchronous manner of complete online translation instruction and learning (Su, W., Li, D., Zhao, X., & Li, 2021).

Moreover, the students maintain a strongly positive opinion of the use of various teaching applications. This situation presents a promising development amongst the Covid-19 pandemic, namely the use of numerous modern educational technologies that can augment students' comprehension and enthusiasm for online learning through the utilization of Google classroom and free online translator for practicing translation course in online learning. If online learning continues for a long period of time, it is crucial to speed and streamline this process. The majority of their comments indicated a lack of awareness regarding the significance of implementing a dedicated teaching translation course for online platforms.

Conclusion

The lecturers are requested to demonstrate offerring EFL students' translations during the online course. The study reveals that most lecturers admit to giving

students feedback on their translation tasks. The majority of students have the requisite knowledge and skills to operate and take advantage of the website. The students can do translation lesson given through Google Classroom and using Free online translator to translate materials given. The majority of respondents give comments to students concurrently. The failure to take advantage of students' physical presence in the virtual classrooms necessarily impacts the lecturer's teaching of the translation class. The inability of students in the classroom is strongly linked to psychological, social, linguistic, cultural, and behaviour problems. The online educators should possess a comprehensive understanding of the presence of these issues within the online education system. Hence, the instructional translation of online courses should be consistently modified to specifically tackle these critical difficulties that are inherently linked to online teaching courses.

Lecturers of online courses should possess prior knowledge of the teaching challenges that arise in online courses and modify their teaching materials accordingly to align with these concerns. Key components of online teaching translation include critical thinking abilities, proficiency in technology, understanding of communication theory, recognition of the progressive nature of online teaching technology, and familiarity with the concept of connectivism.

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