

The Implications of Online Translation Courses on Instructors' Philosophy of Teaching

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Abstract

The paper aims to shed more insights into the impact of online learning on the philosophy of teaching online translation courses. It starts from the premise that online translation courses have peculiar epistemological and pedagogical characteristics which differ from those available in conventional teaching settings. The traditional styles of teaching translation courses have generally focused on linguistic competence and translation and interpreting skills with a little focus on the increasing demands and changing conditions of the translation industry. In spite of the effectiveness of online translation courses in addressing the needs of both translation students and labor market in terms of offering diverse programs and courses including computer-assisted translation tools, subtitling, document management, and localization software, different challenges remain unresolved. These challenges can be attributed to different factors including the lack of a reliable philosophy of teaching that addresses the peculiar epistemological and pedagogical characteristics of online learning. In order to explore the role of philosophy of teaching in the effectiveness and quality of online translation courses, twenty seven online instructors were interviewed about their philosophy of teaching and strategies of addressing the online learning problems and challenges. It is suggested that instructors' unawareness about the peculiar nature of online learning and learners' needs has negative implications on students' achievement and online learning process in general. Online translation instructors are thus recommended to integrate different teaching philosophies in order to improve interaction with students, better understand their needs, and prepare them for the translation industry and labor market.

Key words: e-learning, online translation courses, pedagogy, teaching philosophy

Cite as: Ismail, S., Alsager, H. N., & Omar, A. (2019) The Implications of Online Translation Courses on Instructors' Philosophy of Teaching. *Arab World English Journal (AWEJ) Special Issue on CALL (5)*. 176 -189. DOI: <https://dx.doi.org/10.24093/awej/call5.13>

1. Introduction

This paper aims to discuss the impact of online learning on the philosophy of teaching online translation courses. Given the importance of philosophy of teaching for effective and meaningful learning, this study starts from the goal that online translation instructors need to have a clear philosophy of teaching for effective online teaching. To date, however, there is no explicit review of academic literature that addresses the issue of the impact of online environment on philosophy of teaching. The peculiar nature of online learning and how it can affect and be affected by teaching philosophies have not been adequately studied yet. In relation to online translation courses, a very little effort has been done to improve learners' performance and achievement. Discussions are generally more concerned with addressing the challenges and limitations of online learning and the ways of addressing them.

There is a slight focus on online translation instruction and learning in spite of the increasing popularity and importance of online translation courses over the last 10 years. In this regard, it is assumed that both professionals and academics need to better understand the opportunities of online learning, the responsibilities of instructors in these contexts, and how these issues can be administrated by reliable teaching philosophies for a successful learning process. As such, this paper investigates the issue of the appropriateness of teaching philosophies to online learning in general and online translation courses in particular. It explores how the online translation instructors can improve their teaching performance and practices by means of selecting a reliable philosophy of teaching that enables them to better understand the conceptual issues of online learning and the changing needs of translation learners, labor market, and translation industry, on the one hand and adapting it to address the challenges and problems of online learning, on the other hand.

2. Statement of the problem

The recent years have witnessed an increase in the popularity of online translation courses mainly due to the idea that these courses are usually flexible and convenient for learners. Furthermore, such courses address some professional gaps that are not considered in conventional academic settings. The traditional teaching styles of translation courses have generally focused on linguistic competence and skills of translation and interpreting and translation criteria. However, with the advent of the Internet and the advances in technology, employers and clients are more interested in recruiting translators who are well trained and experienced with new skills including document management, localization software, subtitling, and automated translation. The increasing changes in translation industry and labor market have made it important to integrate technology in teaching translation and changing the methods of delivering translation courses.

In so doing, different professional institutions are concerned with teaching, training, and preparing translators for the job market through online courses that take into consideration some closely related issues to translation industry such as project management, information network, language engineering, terminology, working in a large team and cross-cultural communication. As an example, Proz. Com offers different training programs for translation students and professionals such as business of translation and interpreting, translation project skills, services and specialization, SDL Trados training, and translation software and tools. They use different delivery formats including on-demand courses, self-study training, one-on-one (individualized) training,

webinar presentations, and online training where small group training is conducted in real-time in a virtual classroom environment.

In spite of the increasing popularity and effectiveness of such courses in addressing the needs of learners and translation industry, different challenges remain unresolved, which may have negative impact on the effectiveness of the learning process and learners' achievement. One main reason can be attributed to the global nature of online learning where learners usually come from different backgrounds such as age, sex, ethnicity, and even linguistic background. This requires instructors to adapt different pedagogical methods drawn from different philosophies of teaching. The adapted philosophies of teaching should consider the peculiar nature of online learning and how different it is from traditional or conventional teaching. It should also address the problematic issues arising from online learning ranged from psychological barriers, intellectual barriers, cultural barriers, cognitive barriers, education barriers, technical barriers to linguistic barriers. It is the responsibility of instructors thus to think about the methods by which they can assure students' learning outcomes, improve online learning environment, enhance communication and interaction with students, and motivate them to learn especially in the absence of face-to-face instruction. The hypothesis is that a clear philosophy of teaching is constituted in relation to these issues. In addition, a major problem, however, is that much of the online instruction in online translation courses is based on lecturing. In the face of this problem, this study is concerned with exploring the ways of preparing translation instructors for effective online learning through adapting reliable philosophies of teaching.

3. Theoretical Background and Definitions

Clark and Mayer (2008) believe that e-learning can be defined as "instruction delivered on a digital device such as a computer or mobile device that is intended to support learning" (p.8). The idea of e-learning was first introduced in 1960 by Stanford University. E-learning is asynchronous in nature. In other words, it is pre-recorded and it is available to the students at any time, regardless of their location (Rosenberg, 2001). However, with the advances in telecommunication technology, Welsh, Wanberg, Brown, and Simmering (2003) state that e-learning has recently become dominated by synchronous e-learning, or e-learning that is "live and that requires all learners to be in front of their computers at the same time"(p.247). According to Weller, (2007) e-learning is based on two major approaches: the first is based on online connections between instructor and students and the other is based on direct connections with resources, as material is recorded. Kop (2011) explains that "these two distinct streams show a different emphasis: the first one has communication and interaction between people at the heart of learning, and the second focuses on engagement with resources" (p. 19).

The applications of e-learning have recently become widely spread and available at many education institutions across the world. Kidd (2009) explains that the idea of e-learning in education institutions is mainly based on the application of software programs and online learning courses. In this way, Zaharias and Poylymenakou (2009,) stress that "electronic learning (e-learning) has been identified as an enabler for people and organizations to keep up with changes in the global economy" (p.76). Zahm (2004) notes that computer based learning programs use different media such CD-ROM, internet, interconnected computed technologies, Web-downloads, and multi-media technologies. While this definition seems to be interesting but broad, the current

article focuses on translation courses delivered via Internet technology and the role of the instructor in delivering these online courses and how he could adapt his teaching philosophy to be consistent with the environment of the online courses and the characteristics of learners.

Pym (2003) points out that e-learning (the pedagogical use of electronic means of communication) is considered to be of great importance and interest in the training of translators. It is closely related to open and distance learning and uses electronic tools in training at all levels. Translation material, data, and courses are uploaded to the system to be accessible to a huge number of learners. Instructors may play the role of facilitator or are totally absent from the teaching process. The course material is available online where learners can choose their tools; threaded discussions in Moodle, blog posts, and synchronous online meetings. The digital platforms like blogs, social media networking sites are available to the learners and connect them with content and with other learners to build knowledge. This draws our attention to the role of the instructor and learners in the online courses of translation. The online translation course incorporates online English dictionaries that equip translators with necessary online sources such as thesauruses and diachronic study of words and familiarize them with denotations and connotations, synonymy and antonymy, hyponymy, metonymy, homonym, and so on (Aldosari & Mekheimer, 2010; Ballesteros & Croft, 1997; Honglan, 2005; Hull & Grefenstetter, 1996; Koren, 1997; Provaznikova, 2009).

4. Literature review

Numerous studies have investigated the challenges and difficulties of e-learning as well as the ways by which the quality and effectiveness of e-learning can be improved; however, very little effort has been done in relation to the implications of online translation courses on the teaching philosophy. That is to say, the peculiar characteristics of online translation courses and their implications on adapting a teaching philosophy have not been thoroughly studied. Therefore, this section is mainly concerned with critically reviewing literatures which are mainly focused on the relationship between the pedagogical and epistemological structure of online courses of translation and the idea of adapting a relevant teaching philosophy. The previous studies address different types of barriers encountered by learners of the online courses of translation. Pym (2003) states that e-learning includes an array of problematic issues such as students' distress, attrition, declining motivation, heterogeneous learning needs, and high resource investments. These problems are also asserted by Herrington, Reeves, and Oliver (2010) as they discuss the problems and points of weaknesses that result from the e-learning appeared in the high cost of the authentic e-learning environment and its time-consuming nature that require stimulations with multiple possible outcomes. That is to say, e-learning includes a wide spectrum of problems that can affect adversely the teaching philosophy.

Lai, Rana, and Rajiv (2014) observe that e-learning environment “generates new relationships between learner and computer and also forms a new learning community” (p. 21). E-learning has recently witnessed diversity of learners, technological advances and dramatic changes in learning process and learning tasks, which pose significant challenges for both learners and instructors. E-learning environment is usually compared to the classroom environment in terms of students' interaction and socialization inside classroom, competition among peers, motivation, and face to face encounters and so on. Unfortunately, e-learning environment often

dismisses these elements. Despite the study has highlighted the problems implicit in the idea of creating new communities, it has not provided alternative solutions for addressing the problems emerging from these new environments. Zaharias and Poylymenakou (2009) believe that “identifying whom the users are and what the tasks are in an e-learning context impose extra difficulties” (p.76). The task being entitled to the users of e-learning is best described as abstract in nature (Zaharias & Poulymenakou, 2006). As such, it is difficult to judge the usability of e-learning design, since it is controlled by the pedagogical values which are different from users to users. The users’ learning skills are different and controlled by variables other than their ability to effectively use online courses. In this regard, Liu (2015) asserts that It is fundamental that a translator is capable of using modern information and communication technologies (p. 130).

This requires the intervention of the instructor, as he should adjust his teaching philosophy to be compatible with the transformative nature of e-learning and the heterogeneity of learners. The pedagogical value of e-learning should be the responsibility of the instructor rather than the learner. Instructors have to be fully aware of the problems arising from the usability of e-learning design. An e-learning application can be usable; it cannot, however, be used pedagogically (Albion, 1999; Quinn, 1996; Squires & Preece, 1999). Therefore, instructors of online translation courses should familiarize themselves with the requirements of e-learning environments, the convenient learning styles, psychological nature of students who joined e-learning courses, the material design, and lack of learners' physical presence.

In other words, teaching philosophy should be largely consistent with the requirements of e-learning and the underlying differences among learners. According to Goldi (2016), “Educators adapting to new learning environments may turn to learning theories to guide them. If existing theories no longer fully or only partially explain learning in these contexts new theories need to be developed”(p.1). The salient effect of e-learning on students appears in the psychological barriers, the repercussion of which is represented in students' distress and attrition: students may undergo certain kinds of technological problems which cause them to be distressful particularly at the very beginning of using these courses. In addition, “conservative elements of the society see the Internet as a danger to societal norms because of its unethical content” (Alebaikan & Troudi, 2010, p. 55). Betts (2009) remarks that e-learning deprives students from the real-life classroom environment and denied them a real-life interaction with both their peers and instructors, since everyone is confined to his own computer. The most affected ones are those shy students who are not courageous enough to raise questions and to start making dialogue with their instructors. This isolated environment does not give the instructor an opportunity to expose such a category of shy students. In addition, such a type of distance learning would inevitably cause some problems in communication. In other words, it may represent a barrier toward an effective communication, which results in “the misinterpretation or communication breakdown of the message or stimuli between the sender/receiver and the receiver/sender”(Betts, 2009, p. 3). This lack of effective communication would have its repercussion on the students who are less motivated, as they will be also adversely affected by e-learning due to the lack of learners' physical presence. “It may be challenging for Saudi universities to get students to adapt to the use of new learning strategies when they have been used to the traditional didactic, lecture-based classroom”(Alebaikan & Troudi, 2010, p. 55).

In e-learning environments, students may suffer from lack of physical communication, the lack of body language, the lack of face to face contact that may hinder linguistic, psychological and social communication with their instructors. To put it in another way, the important and suggestive messages, body language messages, eye-contact messages, and abstract messages can be lost due to these barriers. Betts (2009) believes that the lost-in-translation communication phenomenon may lead to a negative effect on online education, which is associated with student attrition. Betts (2009) writes:

Data collected from Drexel University's MSHE Program during the Program's first academic year revealed that 12% of the students who opted to leave/withdraw based their decision on their experience with the online instructor citing poor communication (p. 3).

The competition among peers in virtual classrooms is kept to minimum due to the isolated nature of the virtual classrooms. The mere idea of attending actual classroom is a major source of motivation for the students. Despite the fact that e-learning is considered to be one of the fastest organizational uses of the Internet, there is an increasing rate of students' dropout in most e-learning programs when compared with traditional instructor-led courses. The high dropout rate is largely based on students' lack of motivation or they cannot continue their studies with similar rates of motivation. Despite the fact that these studies address the problems resulting from e-learning, they do not suggest either directly or indirectly a teaching philosophy that can handle these issues, nor do they address how these pedagogical, technological and epistemological issues can be sorted out by the instructors.

5. Methodology

This study is based on a qualitative research design examining the experiences of online translation instructors. Data were collected through interviewing twenty-seven instructors who teach online translation courses. Eight open-ended questions were asked in order to explore the instructors' opinions and experiences about online translation courses. These included questions related to their opinions about the essence and goals of online education; the needs of online learners, the role and responsibilities of online instructors; the changes online education has brought to translation instruction and learning, their preferred teaching activities and methods (e.g. lecturing, interactive lecturing, question-answer using clickers/personal responses system, whole group discussions, small-group student discussions, brainstorming, student peer teaching, etc.); the assignment types for the assessment of their students; and the impact of online environment on student learning. They were also asked whether they adopt particular strategies in order to address the online learning challenges as well as learners' needs, and whether they adopt a particular philosophy of teaching and if so how they translate it from theory to practice.

Qualitative analysis is appropriate for the purpose of the study, as it is suited for exploring people's attitudes, opinions, beliefs, perceptions, interactions and behaviors in various settings and where the approach is interpretative and the data are presented subjectively rather than statistically (Creswell, 2013; Yin, 2014). Furthermore, qualitative analysis enables researchers to seek an in-depth understanding of a particular entity, individual or event at a specific time, with a focus on a particular unit of analysis (Creswell, 2009, 2013). In order to investigate the implications of online learning on adapting a philosophy of teaching, this study has conducted an open-ended interview

with 27 online translation instructors. The rationale of the study rests upon the idea that interviewing is not only appropriate for collecting information on the ways instructors address the inherent challenges and problems of online learning, but also suitable for getting an in-depth analysis of their attitudes toward the importance of adapting a philosophy of teaching to online learning. Such are important for proposing practical steps for improving the quality of translation instructors' performance as well as the quality and effectiveness of online translation learning

6. Analysis and Discussion

The majority of instructors of online translation courses who were interviewed state that the idea of incorporating the multiple sources of information technology into teaching translation courses has become both intellectual and cognitive necessity for both instructors and learners, since these sources give learners an access to online professional groups and specialized sites in translation, online dictionaries, databases and so on. They also added that this environment has become pedagogically essential for teaching translation courses. The majority of their responses have shown that they were unaware of the importance of adopting an explicit teaching philosophy for online courses because they are influenced by various factors such as environment, personal beliefs, their experience in teaching translation courses and practice. In addition, their answers have shown that in spite of their relative lack of awareness of the peculiar nature of online teaching environment, the none-physical presence of learners, learners' lack of motivation, psychological distress of learners, cultural, ideological, social and even linguistic differences among learners, they have not taken into account their impact on the teaching process nor have they considered the significance of adapting a teaching philosophy consistent with the requirements of the online teaching environment. The majority of their responses have asserted that they have not followed a definite or unified teaching strategy while teaching online courses of translation.

The response of the majority of the interviewed instructors have asserted that the idea of adapting an explicit or well-defined philosophy in teaching online courses of translation pays no dividend without an institutional effort, the role of which is to help implement the adapted philosophy of teaching online courses in translation. In other words, the teaching philosophy has to be tailored to be consistent with, on one hand, ideological, cultural, social and even political characteristics of learners and with the objectives and potentialities of the institution, on the other hand. It seems to be clear that the instructors of online teaching courses of translation are burdened with a heavy duty in the online teaching process, which is not only limited to deliver knowledge to learners but also to train them on making the best use of online sources. For example, an online instructor may help learners select the most appropriate material for their studies in translation. A teacher's role is no longer confined to the traditional methods and styles of teaching that focus on the textbook. Teaching philosophy, however, is adapted to create self-directed learners who are self-independent seekers of knowledge rather than receivers. Their responses have proved that the idea of using online sources and e-learning environment would help improve the process of teaching translation courses in many ways, simply because translation industry has become digitalized.

The idea of adapting a teaching philosophy has become essential and prerequisite for teaching online translation courses. However, it is a difficult to adopt a certain teaching philosophy for such online courses due to the ever-developed nature of the technological tools incorporated

into these courses, the requirements of which cannot be satisfied by resorting to only one philosophy. Different philosophies of education have been developed over the years. A philosophy of education can be simply defined as the ways educators approach the study of education with their students that promotes a unique vision of education (Barrow & Woods, 2006). In academic terms, Noddings (2007) outlines that a philosophy of education is “the philosophical study of education and its problems...its central subject matter is education, and its methods are those of philosophy”(p.1). The technological advances are changeable and transformative that result into permanent changes in the online learning. This view has been supported by Bates (2017) as he reports that technological advances have completely changed learning settings and encouraged the widespread of e-learning environments. This highly accelerated movement of the online learning is faced with a very slow movement in the conventional education. As such, this imbalanced relationship between online learning and conventional education has dramatically affected the teaching philosophy and has made the philosophy of teaching online courses a liquid and flexible in order to be consistent with the metamorphosing nature of the technology of education. Therefore, the idea of online education philosophy requires a kind of adaptation rather adoption. In other words, instructors have to adapt the teaching philosophies used in the conventional education to the renewed characteristics of the online courses.

The core pedagogical concept in teaching online translation courses is to train students to be translators working in real-life environment, where they can make use of their theoretical knowledge to their vocational careers, which is endorsed by progressivism philosophy of teaching ((Hayes, 2006; Wang, 2012; Winick, 1978). Progressivism is a student-centered educational philosophy grounded in understanding the idea that human beings acquire information most successfully from real-life experiences. In addition, e-learning courses may mitigate the tutor's authority imposed directly upon the students in their classrooms, as the students may have a relative freedom in choosing their learning sources and tend to be more self-directed learners rather than being dependent learners. In this way, progressivism can be partly convenient to the needs of e-learning environment where students are independent learners. The aspect of democracy in this teaching philosophy gives learners the right to shape their knowledge and choose their material independently under the supervision of their tutor, not through the authorial position of their tutor. Translation industry has recently tended to be digitalized and most sources of knowledge and data used by translators are taken from Internet and online dictionaries. As such, e-learning provides learners with a space of freedom in searching for data and distinguishing between valid and invalid sources. It opens multitude of sources for learners, and focuses their attention on stimulating their skills of critical thinking and creativity via bridging up the gap between online information and real-life. E-learning is in a dire need for critical thinking. In this sense, the philosophy of progressivism is pivotal, as it regards the process of knowledge acquisition developed and accumulative, based mainly on the skill of learners to know, understand, evaluate and apply knowledge. The instructor should address the needs of his students from such a perspective. As such, the idea of progressivism is largely consistent with the ever-developed nature of technology of education. That is to say, providing students with the skills of critical thinking should represent the core of teaching philosophy through which learners are trained to be selective and critical when searching for knowledge available in the web and distinguish useful and important knowledge from unimportant knowledge that has little to do with their study. As a result, the skills of critical thinking should represent a major part of the adapted teaching philosophy used for online teaching.

The online translation courses lack the physical presence of the learners that sharply affect the physical and even the mental communications between learners and their instructors. As such, the social constructivist theories of learning can address the problems of lack of academic socialisation in the e-learning courses through incorporating teaching strategies that require learners to collaborate, communicate, explore, and reflect (Uskov, Howlett, & Jain, 2015). In this domain, language learning is regarded to be an active and constructive process where learners are able to develop their language skills in relation to the surrounding environment. It can be suggested then that constructivist approaches are appropriate for e-learning systems, which is also held by Rane and Sasikumar (2007) as they observe that constructivist learning approaches are now widely used within virtual learning communities and new online systems, which are referred to as intelligent online systems in contrast to traditional e-learning systems. Accordingly, the instructors have to incorporate the principles of the constructivist learning approach into their teaching philosophy in order to address the problems resulting from the lack presence of the students of the online translation courses.

The technological advances would increase the effectiveness of teachers. The new Internet-connected world has increased the chances for teaching and learning and has turned the instructor into a facilitator. This view is also held by Pushpanathan (2012). Within e-learning environments, Pushpanathan adds, an instructor is entitled to be a facilitator. The facilitator's role is clearly reflected in creating effective communication, since students infrequently come to the campus. As face-to face communication is lost, Betts (2009) requires administrators to "integrate communication theory and methods into training and professional development for online faculty" (p. 3). Therefore, a part of the adapted teaching philosophy for online courses is that instructors should perceive their roles as facilitators. One of the important aspects that exercise a considerable role in defining the role of teachers and students in e-learning environments is teachers' and students' perceptions of e-learning. Generally, face-to face learning environments are very effective in addressing individual differences among students. However, e-learning environments are useful in relation to time management and flexibility. "Teaching model for learning specialized translation may be classified as a model of professional training experience distribution" (Baker & Maier, 2011). Mekheimer (2012) writes;

The learning management system of Blackboard (Release 9) was utilized to give students access to readings in translation theory as well as passages in Arabic and English as assignments, using the Announcements, Assignments, and Course Instructor email features to introduce students to the syllabus of the course and the assignments required from them. The LMS of Blackboard was used since it consisted of the tools used for class management and for student administration and progress tracking .(p. 326)

Teaching online translation courses, Gavrilenko (2018) argues, requires "an interaction between teachers, translators and students in the context of information technologies, contributing to the creation of appropriate curriculum and an optimal environment for learning, self-study and improvement in the field of translation"(p.12). Likewise, Neubert (2000) points out that "the study of translation and, in particular, the academic institutions where the practice of translation is taught do not exist in an intellectual ivory tower. They serve social needs"(p.55). However, with the advent of e-learning in teaching translation courses, various aspects of the social needs of the

learners have diminished, particularly those relating to the scholastic social practices between students and their instructors. The lack of the scholastic social practices has largely affected the students' academic achievement and performance and has resulted into various problematic issues related to the teaching philosophy. Therefore, the idea of teaching online courses in translation necessitates instructors to adapt a certain philosophy of teaching in order to address the drawbacks resulting from the use of e-learning in translation courses.

The traditional styles of learning are limited and could not satisfy the renewed epistemological and pedagogical and technological needs of e-learning environments. Therefore, connectivism (Siemens, 2005; Downes, 2012) is considered to be among the most important solutions for addressing the issues relating to the online translation courses. Connectivism works effectively in learning communities. These learning communities are known as "the clustering of similar areas of interest that allows for interaction, sharing, dialoguing and thinking together" (Siemens, 2005, p.16). The members of these communities share information, knowledge, ideas and thoughts in the form of conversations. These conversations are based on words, images, videos, audios and multimedia. "In the connectivist model, the learning community is described as a node, which is always part of a larger network...Nodes may also be organizations, libraries, websites, journals, databases or any other sources of information"(Goldie, 2016, p. 1). Networks are made up of two or more nodes which are connected in order to share resources. Online course is a part of network. As such, the networks should have the following features (Downes, 2012): diversity, autonomy of participants, openness, and connectivity.

The networks should be diverse that can accommodate different levels of learners and provide various domains of knowledge and experience. Learners should have potential access to rich and variable sources of knowledge as easy as possible. That is to say, knowledge derived through connectivism is distributive in the sense that it consists of networks of connections shaped from a set of continuous interactions between individuals, societies, organizations and technologies that connect them. Knowledge inhabits with networks, and it can be stored in different kinds of digital formats. Accordingly, connectivism is meant to link knowledge reception to the "rich set of world views, previous experiences and frames in which it is embedded" (Goldie, 2016, p. 2). Using connectivism as a philosophy of teaching translation online courses may represent an ideal solutions for many problems of e-learning such as lack of motivation, lack of effective communication, psychological barriers between learners and instructors, lack of socialization, problem of attrition and so on.

Starting from the premise that translation courses tend to be more interactive, and requires effective communication between students and their instructors through feedback corrections, instructor's spontaneous remarks and comments on students' output, the instructor should adapt the teaching philosophy of connectivism that can fill in linguistic, communicative and psychological gaps and the pedagogical shortcomings accompanied with the process of virtual online courses. Doherty (2016) asserts that the adaptation of an eclectic pedagogy aims not only to equip students with the necessary skills of translation but also familiarize them with the skills necessary to deal with the advances in technology integrated in the translation process. Through intensive deployment of technology in the education of translators and interpreters, we will be able

to graduate translators and interpreters with professionalism in translation as well as with technology-literacy to meet the market demand and enhance productivity.

7. Conclusion

The idea of adopting an explicit and well-defined teaching philosophy pays no dividends in teaching online courses of translation simply because the highly accelerated movement of the online learning is faced with a very slow movement in the conventional education. As such, this imbalanced relationship between online learning and conventional education has dramatically affected the teaching philosophy and has made it liquid and flexible in order to be consistent with the metamorphosing nature of the technology of education. Therefore, the idea of online education philosophy requires a kind of adaptation rather adoption. In other words, instructors have to adapt the teaching philosophies adopted in the conventional education to the renewed characteristics of the online courses. The traditional styles of learning are limited and could not satisfy the sustainable epistemological and pedagogical and technological needs of e-learning environments. The philosophy of teaching used in online translation courses may break with the traditional philosophy of translation courses used in real-life classrooms. Such a type of direct encounter between learners and instructor provides instructor with a bird's-eye view about students' diverse attitudes in classroom, since their facial expressions, body language and reactions, their responses to the questions, their peer and group discussions and oral feedback can represent some key clues and relatively measurable indicators of their comprehension and digestion of the material being delivered to them.

In virtual classrooms, however, the instructor dismisses the human contact with his students that sharply influences the teaching process and turns it into automatic process that is in short of reciprocal relationship between the students and their instructors. The lack of students' physical presence in the virtual classrooms inevitably affects the teaching philosophy of the instructor. Students' lack of presence in the classroom is closely associated with psychological, social, linguistic, cultural, behavioral problems. The online instructors should be fully aware of the existence of these problems in the online system of education. Accordingly, the teaching philosophy of online courses should be permanently adapted to address these problematic issues inextricably related to online teaching courses. The instructors of online courses have preconceptions about the teaching problems arising from online courses and adapt his teaching material to be congruent with these issues. Critical thinking skills, technology literacy, theory of communication, the progressive nature of online teaching technology, and the idea of connectivism are among the important elements of the online teaching philosophy, which are regarded to be necessary for self-directed learning.

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