

Investigating the blended learning Challenges Faced by students of Translation in6 Semester of the Faculty of Arts, the University of Zawia during Covid-19

HAJIR WAHEEDA

NURA ALSHGI

Abstract

At the beginning of the Corona pandemic, many university teachers and students around the world faced a sudden and complete transition from teaching in regular classrooms and face-to-face students to blended learning. Some challenges to translation students arose while adopting the use of the blended learning approach to face the challenges of education. This study seeks to investigate the difficulties that face translation students in blended learning. This study used the

A qualitative approach, to collect the required data. The researcher developed a questionnaire with 12 statements to test the hypotheses of this study. Will blends learning keep students away from using books and printed sources? Does blended learning deprive students of opportunities to communicate with colleagues? Do weak network and power cuts affect hybrid learning? And if so, in what way? And to what extent?

The study results show student responses to challenges faced in blended learning regarding the positive and negative aspects of blended learning, economic conditions, the creation of effective online teaching aids, and expectations. There was no objection to using blended learning whenever the Internet and electricity were available, allowing students to select study materials in each semester.

Keywords: blended learning, challenges, difficulties

المخلص:

في بداية جائحة كورونا ، واجه العديد من أساتذة الجامعات والطلاب حول العالم انتقالاً مفاجئاً وكاملاً من التدريس في الفصول الدراسية العادية والطلاب وجهاً لوجه إلى التعلم المختلط. ظهرت بعض التحديات لطلاب الترجمة أثناء تبني استخدام نهج التعلم المدمج لمواجهة تحديات التعليم. تسعى هذه الدراسة إلى تقصي الصعوبات التي تواجه طلاب الترجمة في التعلم المدمج. استخدمت هذه الدراسة نهج نوعي لجمع البيانات المطلوبة. طورت الباحثة استبانة مكونة من 12 جملة لاختبار فروض هذه الدراسة. هل سيبقي التعلم المدمج الطلاب بعيداً عن استخدام الكتب والمصادر المطبوعة؟ هل يحرم التعلم المدمج الطلاب من فرص التواصل مع الزملاء؟ هل تؤثر الشبكة الضعيفة وانقطاع التيار الكهربائي على التعلم المختلط؟ وإذا كان الأمر كذلك ، فبأي طريقة؟ وإلى أي مدى؟ تظهر نتائج الدراسة استجابات الطلاب للتحديات التي يواجهونها في التعلم المدمج فيما يتعلق بالجوانب الإيجابية والسلبية للتعلم المدمج ، والظروف الاقتصادية ، وإنشاء وسائل تعليمية فعالة عبر الإنترنت ، يكن هناك اعتراض على استخدام التعلم المدمج كلما توفرت الإنترنت والكهرباء ، مما يسمح للطلاب باختيار والتوقعات. المواد الدراسية في كل فصل دراسي

Introduction

Translation is an important science in today's world and is also an open world to multiple cultures and linguistic environments. Access to information has always been important, but now more important, as translation services play a vital role in effective communication. With the corona epidemic, the demand for translation has increased tenfold, but at the same time translation work is facing many problems. The epidemic has forced teachers to interact with translation students, and this is done by creating a virtual learning environment that allows the teaching process to continue with minimal flaws. Therefore, given the new educational conditions imposed by the epidemic, which make it the most appropriate option to avoid the consequences of the Corona pandemic and its implications for the educational process, e-learning seems to have become the new form of education. E-learning has expanded significantly to include many online learning methods, such as virtual classrooms, video conferencing and Hybrid learning. The e-learning system displays some problems which constitute as the domains of the questionnaire. Using e-learning at the university level is a short-term strategy in Libya. Some Libyan universities use e-learning, but in most cases they also use a blended learning model of face-to-face education. For example, Zawiya University is one of these universities that uses e-learning blended learning model.

Ali (2012) argues that blended learning combines the benefits of traditional teacher-oriented training with the benefits it brings to create the ideal multi-software technologies, and blended learning is the use of the technology complained modern teaching without abandoning the usual pedagogical reality, i.e. attending the classroom focusing on direct interaction in the classroom using modern communication mechanisms. Such as computers, networks, and the Internet, This type of education can be described as the organization of information, educational attitude, and experience provided to learners through multimedia provided by modern technology or information technology.

Likewise Davis and Fill (2007p:817) point out that blended learning, which combines traditional face-to-face teaching approaches and real online learning activities, may change the way students learn experiences and results.

These blended learning is defined as a teaching method that provides students with lesson content through modern communication methods and face-to-face communication.

.

The present study aims to reveal the difficulties faced by students of translation, semester 6 at the Faculty of Arts, the UNIVERSITY of ZAWIA in experiments applying blended learning. To achieve this objective. The following questions were formulated:

- 1-What are the difficulties faced by students of the translation in experiments applying blended learning?
- 2- What are the reactions of students towards this blended learning?
- 3-How does blended learning help translation students comprehend the lessons?

These questions are answered in this paper in an attempt to reveal the possible reasons behind these difficulties. Buildings on the initial investigation of the matter, there are statistically significant differences as to how blended learning keeps students away from using books and printed sources.

2 There are statistically significant differences as to how the Lack of Hybrid learning opportunities hampers communication with colleagues

Literature review

Previous studies for this paper started around me ten years ago and in different countries and universities from 2010 to 2020.

Many studies on blended learning have been conducted to use a blended learning, challenges, for instance, in her " e-Learning in the Saudi tertiary education: Potential and challenges".

Khlood Al-Harbi(2011) discusses the factors that influence e-learning in Saudi higher education through analyzing the perceptions and attitudes of Saudi university students. He findings that 1-demonstrated attitudes toward e-learning, subjective norms, perceived behavioral control as well as e-learning systems attributes were critical determinants of students' behavioral intention to use e-learning.

2This study will help to provide insight into the best way to promote e-learning acceptance among students.

A study on the Challenges and Issues in Building Virtual Reality-Based e-Learning System was conducted by Abdelaziz,. Riad and Senousy(2014) their study highlighted and discussed the issues and challenges associated with implementing a virtual reality based e-learning

environment. It also explored educational uses of an e-learning environment in combination with VR technology.

A further study of REFLECTION ON IMPLEMENTING BLENDED LEARNING IN THE TRANSLATION CLASSROOM VIA EDMODO was conducted by Singgih (2017:231) the writer would like

to share some feedbacks from the students of the Business English Study Program of Politeknik Ubaya Surabaya Indonesia in his translation classroom by reflecting on the student learning experience in Translation. The findings would help the teacher encourage the students learn how to translate in better ways.

A further study of The Impact of Using the Integrated Learning Strategy on the Achievement of the Students of the University of Jordan in the Subject of "Geography of Jordan" was conducted by **Abeer** 2018:27) her study investigate the effect of using the integrated learning strategy on

the achievement of the students of the University of Jordan in the subject of "Geography of Jordan". The results of this work showed A significant difference was found between the average achievement scores due to the variable of teaching method and the benefit of the experimental group studied using the integrated learning strategy.

A further study of Exploring E-learning Challenges During the Global COVID-19 Pandemic: A Review has been conducted by Qurotul Aini , Mukti Budiarto , Panca O.Hadi Putra and Untung Rahardja (2020) "their study explores the challenges faced by universities as academic institutions, lecturers, and students. They used qualitatively thematic analysis technique to the data. They showed that students are challenged by connectivity, e-learning system support, and technological and self-regulation issues.

they highlighted the need for further investigation to address the aforementioned challenges in e-learning.

Another study on Cognitive Presence in a Blended Learning Environment at Jordanian Universities

were conducted by Harb,Krish (2020:44) they investigate cognitive presence when using a Blended

Learning environment. They also aim at exploring university students' attitudes towards using a BL

environment in language learning, since BL perception, as a computer learning environment, has become a requirement to enhance language learning. The findings of the study reveal that Blended Learning (BL) can create a vibrant cognitive presence, which enables to support active language learning. The results share some positive attitudes towards a cognitive presence in

a BL environment.

Another study on Investigating the E-Learning Challenges Faced by Students during Covid-19 in Namibia Was conducted by Godwin and Kelvin(2021:308) their study sought to establish students' experiences with the e-learning mode during the COVID-19 lockdown in Namibia. The final conclusion of the study was argued that e-learning is still faced by a myriad of challenges that need to be addressed if it is to be a success. Furthermore, we advance the argument for mobile learning as a viable option for Africa due to the ubiquity of mobile devices.

A study on the "Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity" were conducted by Chrysi, Luca, Peter and Lourdes (2020:923) their study provide some expert insights into this online-learning-related PCK, with

the goal of helping non-expert university teachers (i.e. those who have little experience with online learning) to navigate in these challenging times. Their findings point at the design of

learning activities with certain characteristics, the combination of three types of presence (social, cognitive and facilitatory) and the need for adapting assessment to the new

learning requirements. The current study agrees with the previous studies in dealing with the subject of blended learning However, the study begs to differ from and perhaps even disagree with previous studies in dealing with the Investigating the blended learning Challenges Faced by students of Translation.

Methodology

In order to collect data and answer research questions, quantitative research methods are used. Cresswell, (2014) maintains that “quantitative research is a way to test objective theories. Study the relationship between variables”.

In addition, the method of collecting the general data used a questionnaire in quantitative research. For purpose this study, the researchers designed a questionnaire and distributed it to students by their supervisor. The questionnaire is the "most common data". Translation department Collection Tool. The questionnaire contained 15 closed statements. Therefore, the authors used 5 scale points, such as the change in each answer, indicating the degree of consent or disapproval of the data processing by selecting one of the following responses: strongly ok, OK, disagreeable and we strongly oppose (Dornier, 2007)*. The questionnaire includes data on the effectiveness of interactive and virtual learning for learners. This research was conducted in the Department of English at the Faculty of Arts, Zawiya University. The English department is divided into two divisions, translation and Applied language the translation department is the newest, with fewer students. The students participating in this study are students in the sixth grade, Age of between 23-24.

Discussion

Table 1 outcome of the questionnaire, This table will help and guide all of us as how to deal the problems with blended learning.

<i>Question</i>	<i>again st</i>	<i>strong ly again t</i>	<i>neutr al</i>	<i>agreei ng</i>	<i>strongl y agreei ng</i>
<i>I-When asked if blended learning helps students to absorb</i>	3%	10%	1%	36%	50%

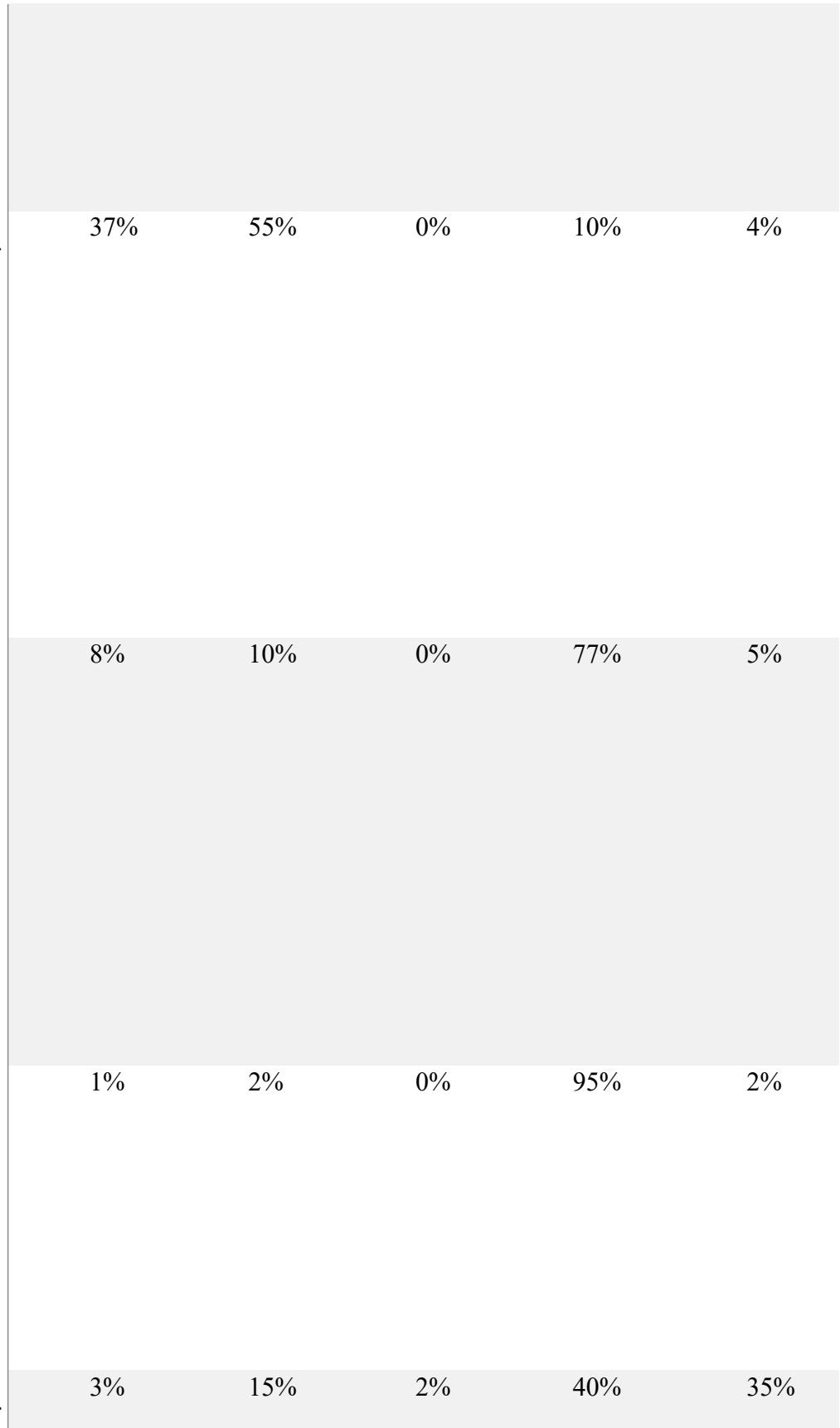
lectures?
The percentages were

2- when asked If blended learning helps to participate and inquire about the difficulties they face in the lecture The percentages came

3- When we asked the student” does blended learning keep you away from the main focus of the lesson”? The answers were as follows

4-When asked if it was not possible to control the time of the lecture, the answers were as follows

5-In the question, if



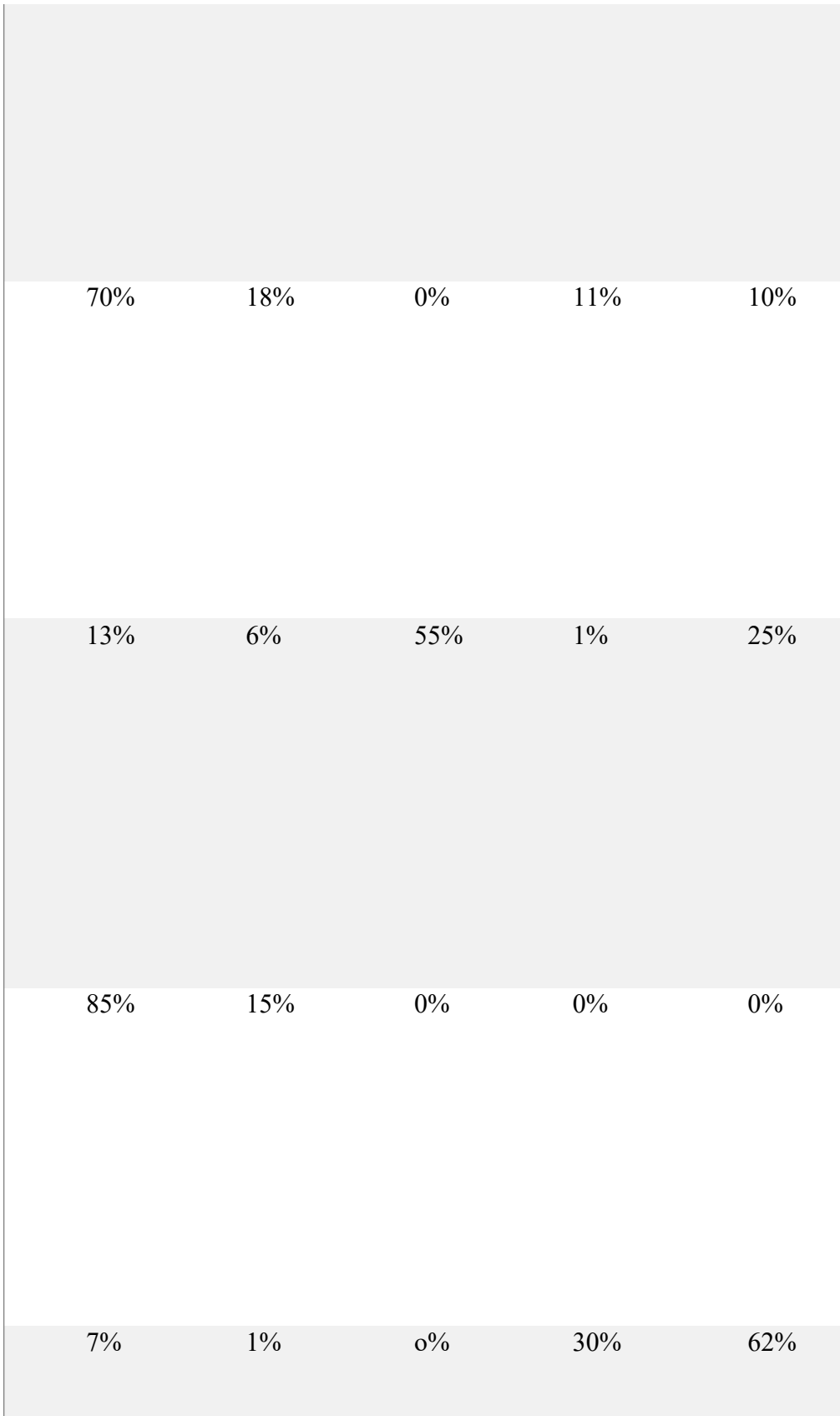
blended learning was constantly updating the information, the percentages were

6- But when asked about the possibility of cooperation with colleagues, the percentage was

7- When asked whether blended learning can help in absorbing text translation lessons, the percentages were

8- As to whether blended learning helps in interpretation, the percentages were

9- When asked whether it is

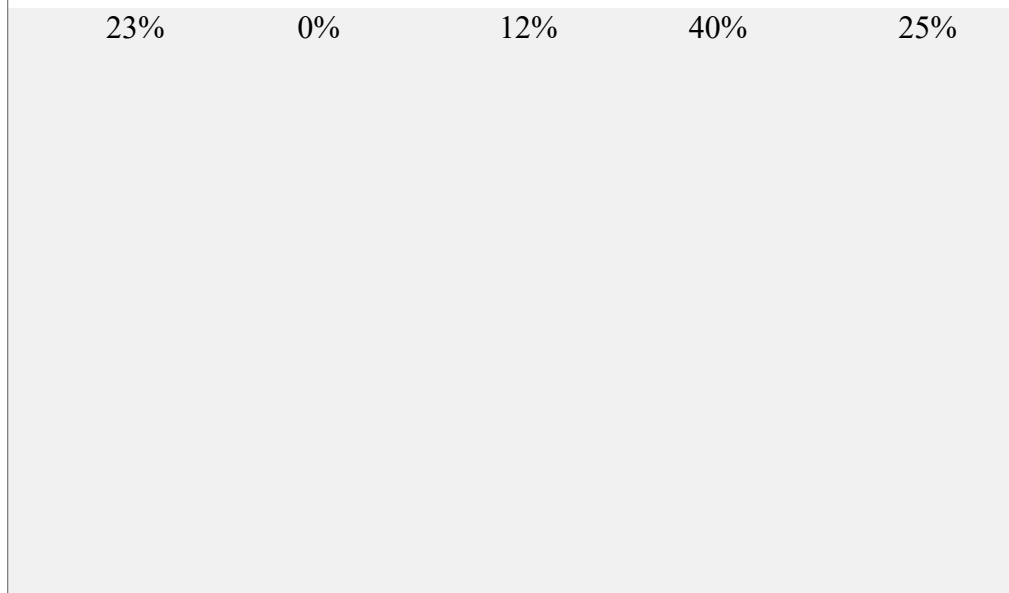
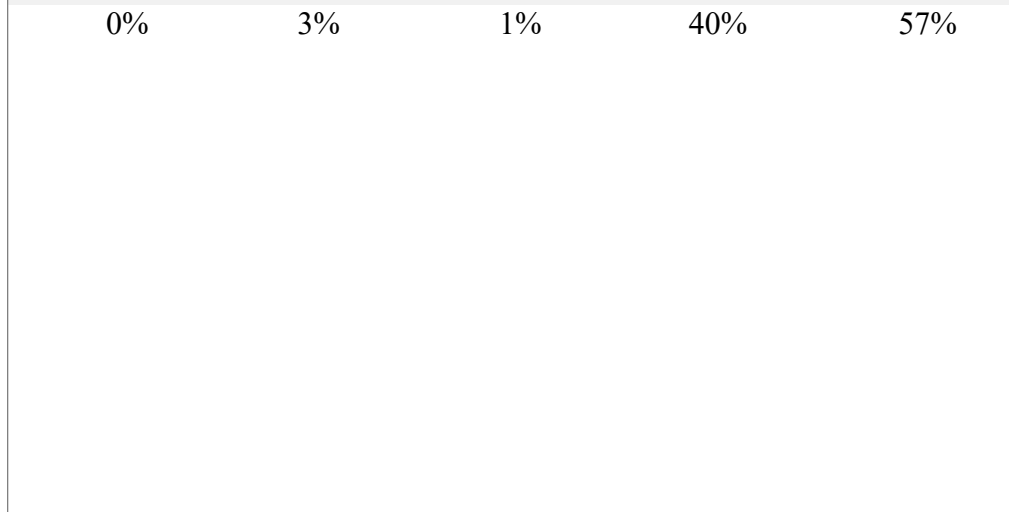
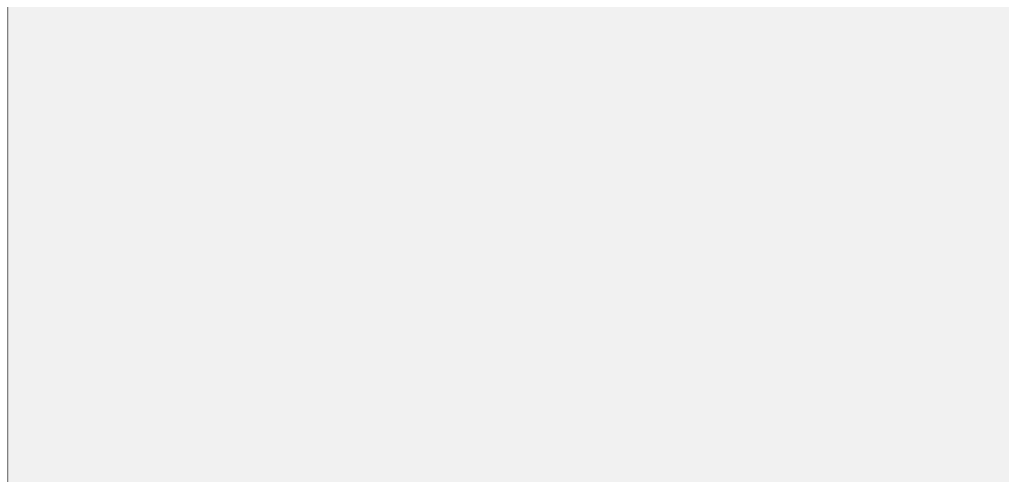


not possible to adopt blended learning due to weak Internet networks and the lack of suitable equipment, the percentages were

10-When it came to difficulties Education faces due to the high price of internet packages and power outages. The percentages were

11-As for the importance of obtaining translation courses, for no less than two weeks before meeting lessons through e-learning, the answers were

12-When asked whether



*mixed
education
made them
use Google
Translator
instead of
the
specialized
translator,
the
percentages
came*

The answers were as follows:

When asked if blended learning helps students to absorb lectures? The percentages were (3%) against, 10% strongly against, 1% neutral, 36% agreeing, and 50% strongly agreeing.

And when asked if blended learning helps to participate and inquire about the difficulties they face in the lecture? The percentages came: 37% against, 0% neutral, 10% agreeing, 4% strongly agreeing and the high percentage 55% strongly against because of unequal access to technology and some internet services, some of them cannot participate. And when we asked the students "does blended learning keep you away from the main focus of the lesson"? The answers were as follows: 8% against, 10% strongly against, 0% neutral, 5% strongly agreeing and high percentage was 77% agreeing, students say that they get busy on social media and respond to friend's messages.

When asked if it was not possible to control the time of the lecture, the answers were as follows: 1% against, 2% strongly against, 0% neutral, 2% strongly agreeing and 95% agreeing because students spend time discussing online with colleges

In the question, if blended learning was constantly updating the information, the percentages were 3% who against, 15% strongly against, 2% neutral, 35% strongly agreeing and 40% agreeing they find it's easy to access any new information via the internet during lesson. But when asked about the possibility of cooperation with colleagues, the percentage was 18% against, 0% neutral, 11% agreeing, 10% strongly agreeing and 70% strongly against because they do not meet as usual in college, cafeteria and transportation. When asked whether blended learning can help in absorbing text translation lessons, the percentages were 13% against, 6% strongly against, 1% agreeing, 25% strongly against and high percentage was 55% neutral.

When asked the students as to whether mixed education helps in interpretation, the percentages were 15% strongly against, 0% neutral, 0% agreeing and 0% strongly agreeing and 85% against because simultaneous and consecutive translation need face-to-face techniques and practices, these elements will be missed. When asked whether it is not possible to adopt blended learning due to weak Internet networks and the lack of suitable equipment, the percentages were 7% against, 1% strongly against, 0% neutral, 30% agreeing and 62% strongly agree according to their answers, the university should provide computers to students at nominal price. When it came to difficulties Education faces due to the high price of internet packages and power outages. The percentages were 0% against, 3% strongly against, 1% neutral, 40% agreeing and 57% strongly agreeing. Students especially those in village far from the city center, complain of poor internet and power outages. As for the importance of obtaining translation courses, for no less than two weeks before meeting lessons through e-learning, the answers were 23% against, 0% strongly against, 12% neutral, 25% strongly agreeing and 40% agreeing, the need to take courses that enable them to practice and use some tools such as Microsoft teams, how to take advantage of recorded lectures, how to use mobile phone to practice and face the difficulties resulting from the unequal access to technology, which was the reason for poor academic achievement of students at AL Zawia university last semester.

When asked whether mixed education made them use Google Translator instead of the specialized translator, the percentages came 9% against, 3% strongly against, 12% neutral, 30% strongly agreeing and 46% agreeing

Conclusion

The findings obtained from the paper investigated the challenges facing sixth semester students, while taking lessons by blended learning. The obtained results reveal that the 95% of the students faced errors in controlling of the time of lecture, 62% to adopt blending learning due to weak internet works and lack of suitable equivalent and 57% due to the high price of the internet packages and power outages. This causes lacking comprehension of the lessons of interpreting translation. More practical lessons and opportunities to practice in using blending learning. Translation are highly recommended in order to enhance their skills and performance.

Recommendations

I would recommend that further research to be conducted on students of medicine or technology in order to overcome their problems in understanding lessons and sharing. This category was targeted because the students need me to work requires attendance and practice in front of the teacher of the subject.

Bibliography

Note: some of the references listed here not directly quoted, but they were useful in the preparation of this study

1-Alzahrani, M. G. (2017). The Developments of ICT and the Need for Blended Learning in Saudi Arabia. *Journal of Education and Practice*, 8(9), 79-87.

2-Ali·A· (2012). The effectiveness of program that depends on integrated Learning on development academic results and Innovation thinking for

3-Abdelaziz, M. A., Alaa El Din, M., & Senousy, M. B. (2014). Challenges and issues in building virtual reality-based e-learning system. *International Journal of e-Education, e-Business, e-Management and e-Learning*, 4(4), 320.

-4Aini, Q., Budiarto, M., Putra, P. O. H., & Rahardja, U. (2020). Exploring E-learning Challenges During the Global COVID-19 Pandemic: A Review. *Jurnal Sistem Informasi*, 16(2), 57-65.

5-Al-Derbashi, K. Y., & Abed, O. H. (2017). The Level of Utilizing Blended Learning in Teaching Science from the Point of View of Science Teachers in Private Schools of Ajman Educational Zone. *Journal of education and practice*, 8(2), 193-205.4

-6Al-Harbi, K. A. S. (2011). E-Learning in the Saudi tertiary education: Potential and challenges. *Applied Computing and Informatics*, 9(1), 31-46.

-7Donnelly, R., & McAvinia, C. (2012). Academic development perspectives of blended learning. In *Blended learning environments for adults: evaluations and frameworks* (pp. 1-18). IGI Global.

-8Davis, H. C., & Fill, K. (2007). Embedding blended learning in a university's teaching culture: Experiences and reflections. *British Journal of Educational Technology*, 38(5), 817-828.

-9 Ja'ashan, M. M. N. H. (2020). The Challenges and Prospects of Using E-learning among EFL Students in Bisha University.

10- Kaisara, G., & Bwalya, K. J. Investigating the E-Learning Challenges Faced by Students during Covid-19 in Namibia. *International Journal of Higher Education*, 10(1), 2021.

11-Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the Covid-19 crisis: Refocusing teacher presence and learning activity. *Postdigital Science and Education*, 2(3), 923-945.

12-Limantoro, S. W. (2017). Reflection on Implementing Blended Learning in the Translation Classroom via Edmodo.

إدريس كمتور الحسن، & عصام. (2015). مدى فعالية تقنيات الجيل الثاني للتعليم الإلكتروني التفاعلي في التدريس الجامعي من وجهة نظر اختصاصي تكنولوجيا التعليم والمعلومات.