Using e-learning for translation subjects in Algerian universities: The reality of distance education

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Abstract

The higher education sector in Algeria continues to shape the future of hybrid (blended) learning. There are certain obstacles associated with teaching certain disciplines, including translation, through virtual classrooms. The current study aims to investigate the reality of online learning at Algerian institutions and ascertain how instructors and students feel about using e-learning platforms for translation-related courses. Two research tools, an interview and a questionnaire, were used to gather and analyze data. The study's conclusions showed that while online learning can be somewhat beneficial, it is not as effective as in-person instruction, especially when it comes to time management and examinations. Additionally, it was shown that both instructors and students encountered difficulties with online learning (OL), including adjusting to the virtual setting and a deficiency in motivation and interaction. The study found that while OL is helpful, it cannot replace in-person instruction. The study therefore suggested hybrid learning, which combines online and in-person training.

Keywords: challenges; online learning; students' perceptions; teachers' perceptions; translation subjects.

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1. INTRODUCTION

Recently, with the advancement in technology, there has been a growing recognition of the importance of Distance Education (DE). Algeria is among the many educational institutions across the world that have come to understand that the significance of educational technology in schools and universities is highlighted by the quick rise in the availability of electronic learning technologies. Consequently, universities and other educational establishments in Algeria are searching for effective methods to incorporate e-learning into their curricula. Notable attempts are made to raise the standard of instruction and learning outcomes in the context of teaching and studying English.

The truth is that some university courses and programs may not be well suited to an online format since they require direct student-teacher interaction to oversee the practical aspects of the curriculum. One of these disciplines that needs a lot of practice and direct instruction from the teacher is the translation program. It is important to note that since the COVID-19 crisis and the integration of e-learning into Algerian higher education programs, the Department of English at the University of Ain Temouchent (Algeria), where this study is being conducted, has switched to an online format for teaching translation courses. This necessitates a careful examination of the preparedness of both teachers and students for teaching and learning online. Thus, the goal of this study is to clarify how instructors of translation courses view the constraints, difficulties, and usefulness of online distance learning.

1.1. Literature review

1.1.1. The definition of distance education

Distance education is a form of education where teachers and students are physically separated from each other during instruction. It involves the utilization of different technologies, including correspondence, audio, video, computer, and the internet (Roffe, 2004; Zhu et al., 2022). According to Simonson and Berg (2016), the utilization of these technologies enables communication between students and teachers. Since the 1990s, as information communication technologies have advanced, distance education programs which were previously conducted by letters, phones, radios, and televisions have become more popular. This is mostly because of the "Web" and "Internet" technologies (Casey, 2008). Most of the interactions that used to occur between teachers and students were asynchronous. Synchronous work opportunities grew with the introduction of the Internet, encompassing chat rooms and videoconferencing services. Furthermore, digital environments and communication channels have seen a significant relocation of asynchronous material exchange (Ploj Virtic et al., 2021). Although it was first popularized in the late 1800s, distance learning took off in the late 1990s as a result of the internet revolution. Although it is by no means a new occurrence, it keeps getting better as technology advances.

1.1.2. E-learning

There has been conflicting use of the phrase "e-learning." It is defined differently by different people. The term "electronic" is represented by the letter "e" in e-learning. E-learning is the use of electronic media for teaching and learning activities as well as the transmission of knowledge and skills via electronic means (Gülbahar, 2012). It suggests that a lot of people will get an education at the same time or at various times. E-learning is "the use of internet technologies in accessing and creating information," according to Rosenberg (2001). With the development of internet technology, web-based educational activities are another way that e-learning is now expressed (Muhammed et al., 2016).

The e-learning process is now widely used in teaching-learning situations due to the quick advancements in both technology and learning materials. This revolution was sparked by the development of computers and digitalization, and as time went on and we became dependent on smartphones, tablets, and other gadgets, learning settings began to shift away from books and toward

electronic educational resources. As a result, information is shared across the Internet, which is available anytime.

The flexibility, speed, time savings, and cost reduction that come with e-learning thanks to information communication technologies (ICTs) and the Internet set it apart from traditional learning. Furthermore, it is a method of learning that takes the place of in-person instruction and is modified when learning activities cannot be completed in a classroom setting (Koh et al., 2023).

E-learning, according to Rosenberg (2001), is the use of Internet technologies to provide a wide range of solutions that improve performance and knowledge. He offers three essential standards for online education.

"1. It is networked, which makes it capable of instant updating, storage, retrieval, distribution, and sharing of instruction and information.

2. It is delivered to the end user via a computer using standard internet and intranet technology.

3. It focuses on the broadest view of learning, learning that goes beyond traditional paradigms of training."

Put differently, the phrase "e-learning" refers to the process of learning as well as the technology that is used to create and disseminate knowledge, with a focus on the latter. Online learning encompasses a broad range of applications that make use of the Internet both inside and outside of educational institutions to facilitate the transfer of knowledge, skills, and abilities as well as to give access to educational resources that facilitate and improve communication between instructors and students.

Al-Arimi (2014) states that there are various approaches to classify teaching strategies. For instance, conventional instruction typically entails:

- "Controlled entry
- Directly taught classes
- A high proportion of attended time
- Timetabled activity
- On-campus"

However, open learning offers a setting with:

- "Free access
- Student-focused
- Possibly resource-based
- Less strictly timetabled
- Based on information rather than structured teaching
- On-campus".

Then, it is possible to cite these qualities as belonging to the concept of distant learning:

- "Controlled entry
- Taught or student-focused
- Attendance may be required
- Off-campus
- Technology-based."

1.1.3. Types of distance education

Recent technological advancements have generally resulted in the rise of diverse forms of remote learning, such as the following:

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1.1.3.1. Synchronous distance learning

Synchronous refers to something happening simultaneously. In this case, it refers to learning through teleconferences, internet chat, and classroom instruction. According to Vermeulen and Volman (2024), this particular style of distance learning is most suited for participants in continuing education programs. Less flexibility is provided, and the student's life is somewhat impacted because he must be free during that specific time. It's the kind of remote learning that makes communication between students and teachers easier.

1.1.3.2. Asynchronous distance education

'Asynchronous' typically means 'not at the same time'. Thus, it is a type of learning that has a strict set of deadlines, often a weekly time limit. Learners have more communication with other fellow students and communicate through online notice boards. They work of their own free will. Programs and courses with plenty of project and assignment work drive well in this format because it provides learners with enough duration to focus on the assigned work. Therefore, this type of educational learning system emphasizes more on practical projects and assignments that allow the students to understand the concepts better.

1.1.3.3. Hybrid distance learning

Hybrid distance learning or blended learning combines asynchronous and synchronous learning to form a structure where learners are required to be available at fixed times to communicate in the Internet chat room or classroom. Hybrid courses are often offered when learning institutions lack enough space to accommodate all their program course loads.

1.1.4. The launching of distance education in Algeria

Algeria like most developing countries in Africa is putting a strong focus on technology because an "information society is perceived as a chance for Africa, a chance to blend into a world of economic opportunities and social well-being" (Alzouma, 2005). The Algerian government has opted for collaboration with several international agencies to enhance the ICT status in the country. In 2002, the World Bank also cooperated with the ministry to develop and implement projects for the creation of an enabling environment and improving access to ICT while making it affordable for all.

In Algeria, digital development is slow but has been improving since 2000, particularly in the field of education. Thus, E-learning is a manifestation of modern education in various stages in general and university education in particular. Digital ICT education has been included in the program of education reforms that started in 2001, and technology is perceived by policymakers in Algeria as the key to success for a modern country. According to Hamdy (2007), to facilitate Algeria's entry into the information society, the following national Information Technology and Communication (ICT) initiatives were designed by the government (Hamdy, 2007)

- The Ministry of Education's project to equip all schools with computers by 2005
- The distance education project, a project to enhance online education
- A research network to be put in place by the Ministry of Higher Education and Scientific Research.
- The virtual university projects
- The research network to be put in place by the Ministry of Higher Education and Scientific Research
- The Djaweb Internet platform

The Algerian policymakers have given too much importance to digital education but the fragility of the system has "teachers remain[ing] confined to traditional teaching" (Guemide & Benachaıba 2012). Through their use of the Internet, Algerians have been exposed to the weakness and the fragility of

the systems that hinder them from keeping pace with the developments of the digital age. This is exactly what made the "distance educational system remain confined to its traditional scope.

To achieve successful teacher professional development programs in the Algerian educational context, a modular structure that suits various levels of teachers' experiences and expertise using technology should be established. Resources ought to be modified to fit the comfort zones and beginning points of teachers. Less tech-savvy instructors can assist their less tech-savvy colleagues by entering the modules where they stop studying and helping instructors who are further along in the learning curve. This allows teachers who are new to technology to be exposed to the entire series of professional development modules.

1.2. Purpose of study

This study endeavors to investigate the reality of online distance education in Algerian universities through a case study at the Belhadj Bouchaib University of Ain Temouchent. It aims at identifying the perceptions of teachers and learners about online teaching translation courses. In an attempt to treat the issue, the following research questions are raised: "What are the teachers' perceptions of using e-learning for teaching translation courses? What are students' perceptions of using e-learning for studying translation courses? What is the reality of online distance education in Algeria?"

2. METHODS AND MATERIALS

This case study intends to explore how Algerian university students and learners perceive the integration of e-learning, their capacity for information absorption and assimilation, and the accessibility and use of e-learning platforms. For the study, a mixed method approach (qualitative and quantitative) has been adopted.

2.1. Data collection instrument

To obtain data and student comments, the researcher has thus created and refined a questionnaire based on the pertinent literature. Furthermore, interviews have been undertaken with four educators who have previously instructed translation courses. The study location was the Belhadj Bouchaib University in Ain Temouchent, Algeria's Department of English. Regarding the students, the responders are enrolled in two distinct master's programs: didactics and literature and civilization.

2.2. Participants

The study population has been selected randomly. It comprised 90 students from the Department of English of the Belhadj Bouchaib University of Ain Temouchent (Table 1). As far as the teachers are concerned, an interview has been conducted with only four teachers, the only teachers who have taught translation subjects online (written and oral translation subjects) in the Department of English of the Belhadj Bouchaib University of Ain Temouchent. All teachers are females and their academic rank ranges from assistant professors to associate professors, and their age range was 38-47 years. 90 EFL student participants belonged to two different program options of master studies (MA) in Literature and Civilization and didactics. It is worth noting that in this study, the sample of the respondents was selected randomly and the researcher did not seek generalization. Their ages ranged from 21–30 years. Table 1 summarizes the participants' demographic characteristics.

During the first semester of the academic year 2022/2023, all participants had been using online learning for translation subjects due to the Algerian Higher Ministry of Education's instruction concerning online learning. The data collection was anonymous and no personal information was collected from the respondents. The respondents were also informed that their responses would remain confidential and would be used for research purposes only.

Table 1
Demographic information of the participants

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Participants' Gender		Frequency	Percentage
Teacher's	male	00	00%
	Female	04	100%
	Total	04	100%
Students	male	30	33.33%
	Female	60	66.66%
	Total	90	100%

2.3. Data Collection procedure

Students completed a questionnaire, and EFL teachers were interviewed to gather data. To obtain insightful feedback, it appears from the choice of data collection instruments that the researcher was more interested in the attitudes and opinions of participants on the research problem.

2.4. Data analysis

Both quantitative and qualitative methods were used to assess the questionnaire and interview results.

3. RESULTS

This part is devoted to the analysis and interpretation of the results obtained from the collected data.

3.1. Results from the teachers' interview

Question one: Can you tell us about your experience of teaching online? For this question, the majority of the teachers affirmed that teaching online was not an easy task for them because they had no experience with online teaching before the COVID-19 pandemic. In addition, they revealed that they did not have any training for teaching online. Three interviewed teachers claim that they were asked to use university platforms, Moodle in particular, for their online classes but this was so hard since they didn't receive any training. The majority of the participants revealed that they opted for using Zoom and Google Meet classroom platforms which they found more practical. They continue by saying that they typically communicate with their students on Facebook when they are not in an online course.

Question two: do you think that teaching translation online is more effective than face-to-face teaching?

The answer to this question was ambiguous; half of the participants said that online learners perform better than those who learn in person. Moreover, half of the educators concurred that pupils receiving traditional instruction perform better than those receiving online learning. No clear decision was made concerning the effectiveness of OL. While asking this question, an interviewed teacher claimed: *"For online teaching, we need to do more preparation before class to maximize interaction in remote classes".* Another teacher affirmed that *"it is difficult for him to recognize students' differences while* teaching translation courses online".

Question three: what about time and assignment management during your online classes?

It is preferable to have shorter remote classes, or a series of shorter sessions, all of the teachers agreed. In this vein, a teacher claims: *"online environment simply takes more time than a face-to-face class to be effective".* Another teacher said that "responding to students' inquiries takes time". Regarding homework, the majority of the teachers who were interviewed said that teaching remotely means giving students more assignments to do more often.

Mebarki, A. (2020). Using e-learning for translation subjects in Algerian universities: The reality of distance education. *Global Journal of Foreign Language Teaching 14*(2), 102-114. https://doi.org/10.18844/gjflt.v14i2.8969

Question four: what are the students' challenges during translation courses online?

Regarding this query, every instructor claims that most pupils found it difficult to adjust to learning remotely. Additionally, three educators confirmed that students' performance and motivation are negatively impacted by their inability to interact directly with professors and peers. Besides, another teacher reported that "teaching translation courses online enhances students' learning autonomy".

3.2.   Results from students' questionnaire

To answer the second research question of this study, a Likert scale questionnaire was designed for data collection. The purpose of the thirteen-item questionnaire, which included both open-ended and closed-ended questions, was to find out how the students felt about taking translation-related courses online. Attitudinal statements were employed, which are used to find out what people think, covering attitudes, opinions, beliefs, interests, and values.

3.2.1. Item one: ODL is useful for translation courses.

Table 2
ODL usefulness for translation courses.

Strongly agree Disagree	Debouchment	Undecided	Disagree	Strongly
12/ 13.33%	68/ 75.55%	10/ 11.11%	00/ 0%	00/0%

In the first question, the students were asked about the usefulness of ODL for translation courses. The majority of the students (75.55%), as the table 2 shows, agree with this statement.

3.2.2. Item two: "Students' learning autonomy (self-learning) is improved by online distant learning."

Table 3
Enhancing students' learning autonomy

Strongly agree Disagree	Agree	Undecided	Disagree	Strongly
10/ 11.11%	58 /64.44%	20/ 22.22%	2/02.22%	00/0%

As shown in Table 3, the majority of the students agree that online distance learning enhances their learning autonomy (i.e., Self-learning).

3.2.3.   Item 3: "I prefer ODL translation courses to the traditional ones (i.e., face-to-face teaching)."

Table 4
Students' opinions about ODL and traditional teaching

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
00/ 0%	16/ 17.77%	57/ 63.33%	17/ 18.88%	00/0%

Surprisingly, the results in Table 4 show that the clear majority of the students were undecided concerning whether they prefer ODL translation courses or the traditional ones.

3.2.4.   Item 4: "ODL does not increase students' motivation for learning."

Mebarki, A. (2020). Using e-learning for translation subjects in Algerian universities: The reality of distance education. *Global Journal of Foreign Language Teaching 14*(2), 102-114. https://doi.org/10.18844/gjflt.v14i2.8969

Table 5
ODL and increasing students' motivation

Strongly agree Disagree	Agree	Undecided	Disagree	Strongly
00/ 0%	27/30%	47/ 52.22%	15/ 16.66%	01/ 1.11%

As the results in Table 5 indicate, although an important number of students agreed on the fact that ODL increases students' motivation during translation courses, the majority of the students were undecided.

3.2.5. Item 5: ODL contributes to students' learning achievements.

Table 6
ODL contribution to students' learning achievements

Strongly agree Disagree	Agree	Undecided	Disagree	Strongly
15/ 16.66%	50 / 55.55%	20/ 22.22%	05/ 5.55%	00/0%

It is evident from the data in Table 6 that the majority of students concur that ODL helps students reach their learning goals.

3.2.6. Item 6: "The tasks and assignments given can be understood easily and facilitate learning."

Table 7
The easiness and stability of the given tasks and assignments

Strongly agree Disagree	Agree	Undecided	Disagree	Strongly
10/ 11.11%	58/ 64.44%	20/ 22.22%	2/ 2.22%	00/0%

The majority of students found it easier to understand tasks, as Table 7 illustrates, and eLearning helped them learn.

3.2.7. Item 7: "Feedback on assignments and examinations is timely (i.e., feedback is sent back to students quickly)"

Table 8
The fast sending of Feedback on assignments and examinations

Strongly agree Disagree	Agree	Undecided	Disagree	Strongly
40/ 44.44%	35/ 38.88%	15/ 16.66%%	00/ 0%	00/ 0%

As the results in Table 8 indicate, the majority of the students agree that feedback on assignments and examinations is sent back to students quickly**.**

3.2.8. Item 8. "The methods of presentation and content delivery are appropriate for learning."

Table 9
The appropriateness of the methods of presentation and content delivery for learning

Strongly agree Disagree.	Agree	Undecided	Disagree	Strongly

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5/ 5.55%	70/ 77.77%	15/ 16.66%	00/ 0%	00/ 0%

As can be seen from the above results in Table 9, the majority of students believe that how the content is presented and delivered is suitable for learning.

3.2.9. Item 9. *"It is easy for students to understand the content when studying online"*

Table 10
Understanding the content when studying online

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
40 /44.44%	53/ 58.88%	01/ 1.11%	06/6.66%	00/ 0%

From the results in Table 10 above, we can observe that the vast majority of the students understand easily the content when studying translation courses online.

3.2.10. Item 10: "Responding to students' inquiries takes time."

Table 11
Responding to students' inquiries takes time

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
50/ 55.55%	30 / 33.33%	2 / 2.22%	8/ 8.88%	00/ 0%

The assertion is agreed upon by 33.33% of students and strongly agreed upon by 55.55% of them (table 11). They stated that they did not receive timely answers from the instructors to their questions.

3.2.11. Item 11: "There are opportunities for collaborative work in ODL (completing tasks/assignments in cooperation with classmates)."

Table 12
Collaborative work in ODL

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree.
3 / 3.33%	20/ 22.22%	54/ 60%	11/ 12.22%	2/ 2.22%

Table 12's results indicate that the students were unsure about the availability of possibilities for group projects and assignments or social engagement.

3.2.12. Item 12: "There is a lack of social interaction between the instructor and students, and among the students themselves."

Table 13
Absence of social connection within the student body as well as between the teacher and pupils

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree.
01/ 1.11%	60/ 66.66%	19/ 21.11%	10/ 11.11%	00/0%

According to Table 13's data, students generally feel that there is not enough social interaction taking place between the students and the instructor.

3.2.13. Item 13: "It is difficult to contribute to class discussions in an ODL translation course."

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Table 14
Students' contributions to class discussions in the ODL translation course.

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree.
15/ 16.66%	38/ 42.22%	35/ 38.88%	01/ 1.11%	01/1.11%

It is evident from the statistics in above table 14 that most students find it challenging to participate in class discussions in an ODL translation course.

4. DISCUSSION

This study explored the reality of distance education in Algerian universities by identifying teachers' and students' perceptions of teaching translation subjects online using an interview and a questionnaire.

Concerning the teachers' perceptions, the findings from the interview show that most of the teachers did not have experience in online teaching before COVID-19. According to Nugroho et al. (2020), Google Classroom is thought to be the best tool for use in translation courses in this regard. The findings showed that teachers were mostly in agreement about how good the online program was at teaching translation. Encouraging teachers through training and development programs is essential to raising their enthusiasm, improving their performance, and satisfying pupils. The investigation also reveals that university instructors use Facebook to communicate with students outside of the classroom and Zoom and Google Meet (instead of Moodle, a university platform) to provide virtual lessons. Similarly, Almekhlafy (2020) asserts that although students in their translation courses feel at ease with virtual learning environments, they do not think that virtual learning will supplant in-person instruction.

It may come as a surprise to learn that teachers' opinions on whether online learners outperform those in traditional classroom settings were disputed, with 50% of respondents giving neutral replies to the question. This suggests that there are benefits and drawbacks to online learning. While doing this, drawbacks ought to be addressed. Although e-learning has a lot of promise, it needs to be developed and used properly. It's interesting to note that Nugroho et al. (2020) claim that the conventional perspective of OL is responsible for the unfavorable impressions of OL. This suggests that the traditional perception of OL may influence the various opinions regarding OL.

According to the participants, taking classes online takes longer than taking traditional courses. Preparing for online classes takes more time than for traditional courses, of course. The results of the third question, which asked teachers about how they managed their time and assignments in online classes, showed that they all agreed to keep their online sessions brief. According to the report, online courses should guarantee that students grasp the material and account for their attention span. Students may become disinterested and distracted if the online course is lengthy.

Regarding homework, all of the participants felt that online learning should require greater assignment completion than in traditional classroom settings. To verify that students are practicing effectively, virtual teaching involves assigning more work than traditional classroom instruction. Additionally, homework could make up for the absence of in-person interactions between students and professors. In conclusion, concerning the difficulties that students encounter when taking online translation courses, the teachers' findings from the interviews indicate that these difficulties include the students' inability to adjust to the virtual learning environment, their inability to communicate directly with the tutors, their lack of enthusiasm for attending classes, and their difficulty managing their time. Principals of translation programs and courses should consider these issues and seek out significant answers it's important to note that while teachers thought e-learning was helpful, they still thought face-to-face interaction was crucial because it helped students improve their communication

and other skills. This was also noted in studies on the value of integrating technology into face-to-face instruction by Lewohl (2023) and McLaughlan (2023).

Next, the data shows that students generally agree with the value of e-learning in terms of their perceptions. The latter could make it easier for pupils to comprehend tasks and speed up their learning. Students now have easier access to studying resources thanks to it. Furthermore, the study's findings indicate that students concur that ODL improves their capacity for independent learning. Students who use various platforms in synchronous or asynchronous modes are probably going to have more opportunities to take on more duties and become more involved in the learning process, which will undoubtedly increase their overall level of autonomy, should be taken into account by proprietors of translation programs and courses by searching for significant answers to these problems.

Similar to the teachers, the student's answers concerning their preference for ODL translation courses or the traditional ones were undecided. This might be interpreted as the fact that online teaching has many advantages as well as disadvantages. The results show also that the students were uncertain whether ODL increases students' motivation or not though an important number agree with the statement. The present study, as displayed in the results, supported the belief that ODL contributes to the student's learning achievements. It further reported that students understand assignments more easily and eLearning facilitates their learning and their understanding of the online content. This may be attributed to ODL's flexibility. Aldossary (2021) asserts that studies in translation suggest that students require additional time for activities like reading, word searches, and thorough text analysis— activities that typically have significantly shorter time constraints in the classroom. As a result, the availability of assignments at any time and place might have given students more opportunities to pay attention consciously, allowing them to evaluate texts, identify mistakes, and resolve text-related problems. Such procedures have the potential to improve learning outcomes.

Furthermore, the examination of the student questionnaires showed that, although a significant portion of the student body agrees, there hasn't been a definitive response to the topic of whether or not e-learning offers opportunities for collaborative work. Beyond the confines of an in-person classroom, distance learning via the internet can offer additional chances for practice and communication (Li et al., 2023). Students are given more time to complete a task, which relieves pressure, especially for students who are shy, and promotes participation from all of them (Meyer, 2003).

Despite the benefits of online distance learning being recognized by the survey participants, a significant portion of the replies from both teachers and students were indifferent or unsure. Because of this, there's a chance that instructors and students already know about some, but not all, of the advantages of online learning. In light of this, the current study suggests thorough and beneficial training that could aid in improving both teachers' and students' competence and comfort levels when adjusting to this new way of learning. Comprehensive training programs for teaching and learning translation disciplines should be offered by universities. It should incorporate translation software into its online learning environments so that students can use these resources outside of the classroom.

5. CONCLUSION

The present empirical work has investigated the reality of distance online education in Algerian universities. It provides insight into how instructors and students of translation studies courses view the delivery of online translation courses. The study investigated the opinions of the instructors regarding the efficiency of online instruction in translation courses as well as the difficulties that the students face during the learning process. Participants who were questioned and interviewed generally continued to believe that in-person instruction is more effective than distance learning. Even though online learning presents many difficulties for students, distant learning has emerged as a necessity and a tried-and-true method of instruction for universities in particular, as well as for educational institutions generally. This method can help students meet their learning objectives to a

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considerable degree. The investigation has demonstrated that ODL presents issues, and as the teachers have noted, children struggle to adjust to the online environment because there is less interaction and motivation.

The study's conclusions indicate that while online learning (ODL) cannot completely replace in-person instruction, hybrid learning which blends synchronous and asynchronous OL with in-person instruction is advised as a way to enhance and support learning environments.

Finally, it is hoped that the current study's findings have contributed to the corpus of research on instructors' and students' perspectives of open-ended learning in an EFL setting.

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Ethical Approval: earning. The data collection was anonymous and no personal information was collected from the respondents. The respondents were also informed that their responses would remain confidential and would be used for research purposes.

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