



# مجلة الدراسات والبحوث التربوية

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أ. محمد سعد إبراهيم عوض

### التعريف بالمجلة

تصدر مجلة الدراسات والبحوث التربوية عن مركز العطاء للاستشارات التربوية- دولة الكويت بالتعاون مع كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن كل أربعة شهور، وهي مجلة علمية دورية محكمة بإشراف هيئة تحرير وهيئة علمية تضم نخبة من الأساتذة، وتسعى المجلة للإسهام في تطوير المعرفة ونشرها من خلال طرح القضايا المعاصرة في مختلف التخصصات التربوية، والاهتمام بقضايا التجديد والإبداع، ومتابعة ما يستجد في مختلف مجالات التربية؛ والمجلة مجهزة في بعض قواعد المعلومات الدولية، ومنها: دار المنظومة Dar Almandumah، وشمعة Shamaa.

### أهداف المجلة

- تهدف المجلة إلى دعم الباحثين في مختلف التخصصات التربوية من خلال توفير وعاء جديد للنشر يلبي حاجات الباحثين داخل الكويت وخارجها. ويمكن تحديد أهداف المجلة بشكل تفصيلي في الأهداف الأربعة التالية:
1. المشاركة الفاعلة مع مراكز البحث العلمي لإثراء حركة البحث في المجال التربوي .
  2. استنهاض الباحثين المتميزين للإسهام في طرح المعالجات العلمية المتعمقة والمبتكرة للمستجدات والقضايا التربوية.
  3. توفير وعاء لنشر الأبحاث العلمية الأصيلة في مختلف التخصصات التربوية .
  4. متابعة المؤتمرات والندوات العلمية في مجال العلوم التربوية.

## مجالات النشر في المجلة

تهتم مجلة الدراسات والبحوث التربوية بنشر الدراسات والبحوث التي لم يسبق نشرها في مختلف التخصصات التربوية، على أن تتصف بالأصالة والجدة، وتتبع المنهجية العلمية، وتراعي أخلاقيات البحث العلمي. كما تنشر المجلة ملخصات رسائل الماجستير والدكتوراه ذات العلاقة بمختلف التخصصات التربوية، والمراجعات العلمية، وتقارير البحوث والمراسلات العلمية القصيرة، وتقارير المؤتمرات والمنتديات العلمية، والكتب والمؤلفات المتخصصة في التربية ونقدها وتحليلها.

## القواعد العامة لقبول النشر في المجلة

1. تقبل المجلة نشر البحوث باللغتين العربية والإنجليزية وفقاً للمعايير التالية:

- توافر شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها في كتابة البحوث الأكاديمية في مجالات التربية المختلفة.
  - أن تحتوي الصفحة الأولى من البحث على:
    - اسم الباحث ودرجته العلمية والجامعة التي ينتمي إليها.
    - البريد الإلكتروني للباحث، ورقم الهاتف النقال.
    - ملخص للبحث باللغة العربية والإنجليزية في حدود (150) كلمة.
    - الكلمات المفتاحية بعد الملخص.
  - ألا يزيد عدد صفحات البحث عن (30) صفحة متضمنة الهوامش والمراجع.
  - أن تكون الجداول والأشكال مُدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية الضرورية، ويُراعى ألا تتجاوز أبعاد الأشكال والجداول حجم الصفحة.
  - أن يكون البحث ملتزماً بدقة التوثيق حسب دليل جمعية علم النفس الأمريكية APA الإصدار السادس، وحسن استخدام المصادر والمراجع، وتثبيت مراجع البحث في نهايته.
  - أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
  - أن يلتزم الباحث بالخطوط وأحجامها على النحو التالي:
    - اللغة العربية: نوع الخط (Sakkal Majalla)، وحجم الخط (14).
    - اللغة الإنجليزية: نوع الخط (Times New Roman)، وحجم الخط (14).
    - تكتب العناوين الرئيسية والفرعية بحجم (16) غامق (Bold).
    - أن تكون المسافة بين الأسطر (1.15) بالنسبة للبحوث باللغة العربية، وتكون المسافة بين الأسطر (1.5) بالنسبة للبحوث باللغة الإنجليزية.
    - تترك مسافة (2.5) لكل من الهامش العلوي والسفلي والجانبين.
2. ألا يكون البحث قد سبق نشره أو قُدم للنشر في أي جهة أخرى.
3. تحتفظ المجلة بحقوقها في إخراج البحث وإبراز عناوينه بما يتناسب وأسلوبها في النشر.

4. ترحب المجلة بنشر ما يصلها من ملخصات الرسائل الجامعية التي تمت مناقشتها وإجازتها في مجال التربية، على أن يكون الملخص من إعداد صاحب الرسالة نفسه.
5. بالمجلة باب لنشر موضوعات تهتم المجتمع التربوي يكتب فيه أعضاء التحرير.

### إجراءات النشر في المجلة

1. ترسل الدراسات والبحوث وجميع المراسلات باسم رئيس تحرير مجلة الدراسات والبحوث التربوية على الإيميل التالي: [submit.jser@gmail.com](mailto:submit.jser@gmail.com)
2. يرسل البحث إلكترونياً بخطوط متوافقة مع أجهزة (IBM)، بحيث يظهر في البحث اسم الباحث ولقبه العلمي، ومكان عمله.
3. يُرفق ملخص البحث المراد نشره في حدود (100-150 كلمة) سواء كان البحث باللغة العربية أو الإنجليزية، مع كتابة الكلمات المفتاحية الخاصة بالبحث (Key Words).
4. يرفق مع البحث موجز للسيرة الذاتية للباحث.
5. في حالة قبول البحث مبدئياً يتم عرضه على مُحكمين من ذوي الاختصاص في مجال البحث، لإبداء آرائهم حول مدى أصالة البحث وقيمه العلمية، ومدى التزام الباحث بالمنهجية المتعارف عليها، وتحديد مدى صلاحية البحث للنشر في المجلة من عدمها.
6. يُخطر الباحث بقرار صلاحية بحثه من عدمها خلال شهر من تاريخ استلام البحث.
7. في حالة ورود ملاحظات من المحكمين تُرسل إلى الباحث لإجراء التعديلات اللازمة، على أن يعاد إرسال البحث بعد التعديل إلى المجلة خلال مدة أقصاها شهر، ولا يجوز سحب البحث من المجلة بعد تحكيمه.
8. تؤول جميع حقوق النشر للمجلة.
9. لا تلتزم المجلة بنشر كل ما يرسل إليها.
10. المجلة لا ترد الأبحاث المرسلة إليها سواء كانت منشورة أو غير قابلة للنشر، وللمجلة وإدارتها حق التصرف في ذلك.

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## الافتتاحية

بسم الله الرحمن الرحيم، عليه نتوكل وبه نستعين، نحمده سبحانه كما ينبغي أن يحمد ونصلي ونسلم على أشرف المرسلين سيدنا محمد وعلى آله وأصحابه والتابعين وبعد،،،

يشهد العالم ثورة معلوماتية كبرى منذ منتصف القرن الماضي بسبب التطور السريع والهائل لتكنولوجيا الإعلام والاتصال، وقاد هذا إلى تغير العديد من المفاهيم والأسس داخل المجتمع، فلم تعد المعدات والآلات الثقيلة ورأس المال الأدوات الرئيسية للنشاط الاقتصادي، إذ حلت محلها المعرفة التي أصبحت المحرك الأساسي للنشاط الاقتصادي والفرد في كل المجتمعات، وقد أدى تزايد قيمة المعرفة في العصر الحالي إلى أن أصبحت هي الطريق نحو مجتمع المعرفة الذي تتنافس الدول في تحقيقه.

وقد جعل ذلك الدول المتقدمة تنفق حوالي (20%) من دخلها القومي في استيعاب المعرفة، ويستحوذ التعليم على نصف هذه النسبة، كذلك تنفق المنظمات الصناعية والتجارية في هذه الدول ما لا يقل عن (5%) من دخلها الإجمالي في التنمية المهنية للعاملين بها، وتنفق ما يتراوح بين (3%-5%) من دخلها الإجمالي في البحث والتنمية.

ويعد البحث العلمي الوسيلة الرئيسية لإيجاد المعرفة وتطويرها وتطبيقها في المجتمع، كما يشكل الركيزة الأساسية للتطور العلمي والتقني والاقتصادي، ويساهم في رقي الأمم وتقدمها، وهو بمثابة خطوة للابتكار والإبداع، ويمثل البحث العلمي إحدى الركائز الأساسية لأي تعليم جامعي متميز، ويعد من أهم المعايير التي تعتمدها الجهات العلمية في تصنيف وترتيب الجامعات سواء على المستوى المحلي أو القومي أو العالمي؛ ويقاس التقدم العلمي لبلد من البلدان بمدى الناتج البحثي والعلمي مقارنةً بالدول الأخرى.

ويسر مجلة الدراسات والبحوث التربوية أن تقدم لقراءها هذا العدد، وتتقدم أسرة المجلة بالشكر إلى جميع الباحثين الذين ساهموا بأبحاثهم في هذا العدد، وتجدد دعوتها لجميع الباحثين للالتفاف حول هذا المنبر الأكاديمي بمساهماتهم العلمية. وندعو الله عز وجل السداد والتوفيق.

رئيس التحرير

أ.د/ محسن حمود الصالحي

تخلي أسرة تحرير المجلة مسؤوليتها عن أي انتهاك لحقوق الملكية الفكرية، والآراء والأفكار الواردة في الأبحاث المنشورة لا تلزم إلا أصحابها جميع الحقوق محفوظة لمجلة الدراسات والبحوث التربوية © 2020



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## Assessment of Effectiveness of Teaching Translation Course Online during Covid-19 Pandemic

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**Abstract:** The current study is concerned with assessing of the effectiveness of teaching translation course online during the Covid-19 Pandemic and identifying the influence of the variables of gender, academic year, fluency in English, and grade in Translation on that. The study adopted the descriptive approach and the study sample comprised (336) male and female students in all academic years at the department of English at the Faculty of Al-Alsun - Suez Canal University. The study tool consisted of a questionnaire that consisted of (30) statements distributed on three domains: Interaction, Learning, and Assessment. The results concluded that the degree of the effectiveness of teaching translation course online during the covid-19 pandemic was high, and that Interaction came in the first place with a high degree, followed by Learning with a high degree, and finally Assessing with a moderate degree. The results indicated that there are no statistically significant differences between the averages of the study sample individuals concerning the total questionnaire and all domains (interaction, learning, assessing) due to the variable of gender, while there are differences due to the variables (academic year, fluency in English, grade in translation).

**Keywords:** Teaching Translation, Online, Covid-19 Pandemic.

## Introduction:

The educational institutions were at the forefront of the sectors most affected by the outbreak of the "Covid 19" pandemic which forced the educational campuses to suspend education, or even to lockdown. This prompted the countries worldwide to search for alternative methods to prevent the educational process from collapsing. The rapid spread of digital technology and the internet potentially provides the youth all over the world with the substitutes that help them continue their educational processes during the times of pandemic outbreaks and profound changes that take place in the world. In this context, several initiatives came to transform a number of smart applications into distance learning platforms. In fact, online learning, known also as distance is learning or e-learning, is not new, and it has been known for decades in some developed countries. It has become an urgent necessity especially in times of crisis and the spread of epidemics that require social distancing. In 1892, the University of Chicago founded the first independent Department of Correspondence Education. In 1956, Chicago Community Colleges introduced television service in teaching through educational channels, and NYSES University is the first open American university established in response to the desires of learners to make higher education available to them through non-traditional methods. Thus, the trend towards "digital education" was not something strange, it was expected, but the "Covid 19" pandemic hastened its emergence and pushed it to become an integral part of our lives. Most of the countries worldwide resorted to "online learning" as a mechanism to mitigate the negative repercussions of the pandemic on the educational institutions and the educational process (Socket, 2014). In this context, Egypt had to cope up with the new changes, and the adverse situation of the lockdown caused by Covid-19.

So, it shifted to the application of the hybrid system in education that combines the implementation of face-to-face education and online education through the use of many electronic platforms. It is really challenging to switch from the traditional education to the online education radically for both students and teachers. However, it is a compulsory condition to shift from the traditional face-to-face learning to the online learning mode via different e-learning platforms connecting to the internet, television, radio, newspaper etc. Here, the question is what is the effectiveness of teaching translation course online during the Covid- 19 pandemic?

#### **The Questions of Study:**

1. What is the effectiveness of teaching translation course online during the Covid- 19 Pandemic from the viewpoint of students?
2. Are the significant statistical differences between sample regarding the effectiveness of teaching translation course online during the Covid- 19 Pandemic due to the of variables (Gender, Academic Year, Fluency in English, grade in translation)?

#### **The Objectives of Study:**

1. To know the effectiveness of teaching translation course online during the Covid- 19 Pandemic from the viewpoint of students.
2. To know the statistical differences regarding the effectiveness of teaching translation course online during the Covid- 19 Pandemic due to study variables.

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### The importance of study:

1. The importance of the study stems from the importance of the topic it deals with, which online learning and its role in achieving many goals in the educational process.
2. The results of the study may be useful in providing some recommendations and suggestions that contribute to enhancing the reality of the use of online learning in educational institutions during and after the Covid 19 pandemic.
3. Informing researchers to conduct new research in this field by reviewing the theoretical literature of the study and its findings and recommendations.
4. Providing the Arab and Egyptian library with some concepts about online learning, which helps to understand this system.

### The Limits of Study:

- Human limits: a sample of students at the Department of English.
- Spatial limits: College of Al-Alsun, Suez Canal University, Egypt.
- Time limits: The study was applied during the second semester of the year 2021-2022.

### The Terms of Study:

- **Online Learning:**

The use of information and communication technologies to make the sources of distant learning/teaching available for learners and to organize virtual classes for educational courses in an entity (Fry, 2002).

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## Review of Literature:

### Definition of online learning:

The term online learning is also referred to distant learning, remote learning, e-learning or any learning that is internet-enabled or web-based (La Rose et al, 1998; Keller and Cernerud, 2002). The internet has played a fundamental role to provide an access for the educational materials for learners helping them to share and acquire knowledge (Richard and Haya 2009). Online learning means any learning that depends totally on an electronic access and which is supported by the use of digital technologies (Abbad et al, 2009). According to Maltz et al (2005), the term online learning is applied in different perspectives, including distributed learning, online-distance learning, as well as hybrid learning.

Online learning, according to OECD (2005) is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes. Also according to Wentling et al (2000) the term online learning refers to the attainment and use of knowledge that are predominantly facilitated and distributed by electronic means. To them, online learning depends on computers and networks, but it is likely it will progress into systems comprising of a variety of channels such as wireless and satellite, and technologies such as cellular phones (Wentling et al., 2000).

Liu and Wang (2009) found that the features of online learning process are chiefly centered on the internet; global sharing and learning

resources; information broadcasts and knowledge flow by way of network courses, and lastly flexibility of learning as computer-generated environment for learning is created to overcome issues of distance and time. Gotschall (2000) argues that the concept of e-learning is proposed based on distance learning, thus a transmission of lectures to distant locations by way of video presentations.

Liu and Wang (2009) however claims that the progression of communications technologies, particularly the internet, did transform distance learning into e-learning. Online learning, in its simplest forms, is defined as the method of instruction at a recognized institution where the students do not get to go to classes on the campus (Anshari, & etal, 2017). According to Tao et al (2006), the environment of online learning is based mainly on electronic networks has provided learners in universities to with individualized support and also to have more convenient learning schedules. This accomplishes a higher level of interaction and collaboration between instructors or students and among students themselves than traditional environment for learning.

Furthermore, the European Commission (2001) mentions that online learning implies the application of new multimedia technologies and internet to increase the quality of learning by making materials and services available for leaners as well as facilitating distant exchanges and cooperation. Almosa (2001) states that online learning, as is a further development of the computer-based or internet-based learning by making the content accessible on the internet, and providing links to related informational sources, for examples e-mail services and references became obtainable at any time and place. Online education has the tools that help achieve the minimal quality requirements (Martin & Ndoeye, 2016).

Nowadays, online learning has become a fundamental substitute for the traditional face-to-face education due to time and space restrictions or other circumstances that can take place. Also, it becomes popular as it provides an access to attend a class without the need to move physically. This means that a great number of learners can enjoy quality education beyond the physical frontiers of the educational campuses (Allen & Seaman, 2014).

### **Advantages of Online Learning:**

The implementation of online learning in education has been advantageous in multiple contexts. Previous studies state several merits of applying online learning technologies into university education (Raspopovic et al., 2017). Online learning has been viewed as the ability to meet the needs of learners. For instance, considering on the requirements of individual learners can convey knowledge and information in the digital age proficiently as compared to traditional educational institutions (Huang and Chiu, 2015). Objectives can be accomplished in the shortest time with minimum efforts through e-learning. When managing the e-learning environment, its effect on educational learning are observed in providing equal access to the information regardless of the users' places, their origins, races, and ages. Furthermore, several studies reveal the positive effects of online learning from the perspective of learners or students. For instance, online learning helps achieve flexible learning ways to go for classes without exerting much effort to move physically to the learning place. This allow learners to respond promptly toward the activities (Gautam and Tiwari, 2016; Martínez-Caro, Cegarra-Navarro and Cepeda-Carrión, 2015; Chang, 2016).

Moreover, online learning can provide an easy access to the educational content; it contributes to breaking the border barriers, saving time, solving the

student overcrowded crisis. Also, it decreases the financial costs endured by families to spend on education (public or private transportation belonging to the school, purchasing school supplies), (Smedley, 2010).

Moreover, there are other merits of online learning such as: facilitating the process of communication, developing the personal skills in education, making it easy to study and communicate with teachers comfortably at any time. Online learning helps remove barriers, eliminates the fear of talking to other learners, and prompts students to interact with other exchanging their knowledge and respecting different viewpoints. (Wagner et al, 2008). Furthermore, objectives and tasks can be achieved in the shortest time with least efforts through online learning. When having access to online learning environment, it provides equal access to a massive amount of information regardless of the users' locations, their ethnic origins, races, and ages. The environment for online learning also help students to depend on themselves by searching the different educational websites and search engines so that instructors are no longer the solitary knowledge source rather they act as guides and advisors (Joshua et al., 2016).

Online learning is able to provide opportunities for cooperation between learners by the use of discussion forums. The use of online learning allows self-pacing. For example, the asynchronous way allows each student to study at his/her own way and speed whether slow or quick. It therefore raises self - satisfaction and reduces stress (Marc, 2002). In addition, the environment for online learning aids learners or students to depend on themselves for the reason that instructors are no longer the only source of knowledge; they came to play the role of advisors and guides (Alsalem,

2004). Online learning also participates in the preparation of the society to globally communicate and to dialogue with others (Zeitoun, 2008).

However according to Algahtani (2011), the benefits of online learning surpass the benefits of traditional learning if online learning is utilized and implemented in properly. To sum up the numerous advantages of online learning, it can be said that it enables instructors to assess learners; it increases learners' experiences in education. Also, it raises the level of interactivity between the parties involved in the educational process in a way suitable for the community of education, globalization, and the cultural variety by eliminating the restrictions of time and place (Holmes and Gardner, 2006).

### **Disadvantages of Online Learning:**

Although online learning has several advantages, students encounter some obstacles which result in either limited or negative outcomes. Arkorful and Abaidoo (2015) indicated that the interaction of students in distant classes is very low because of the absence of face to face communication with instructors. They consider it the most remarkable demerit of online learning method. Also, they mentioned that assessments held online decrease the possibility of controlling illegitimate activities such as; cheating, plagiarism etc. Furthermore, Islam, Beer and Slack indicated that there is a lack of cooperation in the online learning environment among students themselves (2015). Gilbert stated that most of the students wish to work autonomously to avoid the need to interact with their classmates. Online learning as a method of education makes the learners suffer from remoteness, and isolation. Online learning method does not provide sufficient explanations or interpretations so it could be less effective than the traditional method of learning. Misconducts like cheating and plagiarism occur frequently during an online class and it is difficult to control it

so the process of assessing learners is not accurate. Furthermore, online learning may also weaken institutions' socialization role and the role of instructors as the directors of the process of education. This may bring about unanticipated costs both in time and money disadvantages (Collins et al. 1997; Klein and Ware, 2003; Hameed et al, 2008; Almosa, 2002; Akkoyuklu & Soylyu, 2006; Lewis, 2000; Scott et al. 1999; Marc, 2002).

### Methodology of the Study:

#### Study Approach:

The current study followed the descriptive approach because it is relevant to the nature of the study and it helps describe the phenomenon under study, analyze its data, and indicate the relationships between its components, the viewpoints raised on it, the processes it includes, and the effects it resulted in.

#### Study Community and sample:

The study community encompassed all the students at the Department of English at the College of Al-Asun, Suez Canal University, whose number is (495) male and female students during the academic year 2021/2022, and the study sample comprised (336) male and female students in all academic years representing (67.8%) of the population. Thus study sample has different levels in terms of (Gender, Academic Year, Fluency in English, Grade in Translation), as shown in the following table.

**Table (1)**  
**Distribution of the study sample according to demographic variables**

Variable		N	percentage
Gender	Male	68	20.2%
	Female	268	79.8%
Academic Year	Year 1	28	8.3%

	Year 2	155	46.1%
	Year 3	96	28.6%
	Year 4	57	17.0%
Fluency in English	Excellent	7	2.1%
	Very Good	137	40.8%
	Good	155	46.1%
	Fair	37	11.0%
Grade in Translation	Excellent	23	3.0%
	Very Good	136	49.7%
	Good	167	40.5%
	Fair	10	6.8%

### Study Tool:

The study tools included a questionnaire consisting in its initial form of (30) phrases distributed equally on three domains as follows:

- The first domain is Interaction and it includes (10) statements.
- The second domain is Learning and it includes (10) phrases.
- The third domain is Assessing and it includes (10) phrases.

Each statement has five levels of answer according to the five-point Likert scale as follows: strongly agree (5 points), agree (4 points), neutral (3 points), disagree (2 points), strongly disagree (1 point).

### The validity of the questionnaire:

The validity of the questionnaire was verified using the following:

#### A- Apparent validity (Face validity by the arbitrators):

The questionnaire was presented to a group of arbitrators specialized in the English, and it was amended according to their suggestions as some statements were rephrased, and the questionnaire in its final form consisted of (30) statements and the arbitrators consensus confirms the validity of the content of the questionnaire.

## B - The internal consistency:

The validity of the internal consistency of the questionnaire was confirmed by calculating the correlation coefficients between each phrase and the total score of the domain to which it belongs and the correlation coefficients between each domain and the total score of the questionnaire obtained from the pilot study which were applied to a sample consisting of (60) male and female students at the Department of English, College of Al-Asun - Suez Canal University. The statistical package (SPSS) was used to calculate correlation coefficients using Pearson Correlation, and the results are shown in the following two tables.

Table (2)

Correlations between each statement and the total score of its domain					
No.	Correlations	No.	Correlations	No.	Correlations
Interaction		Learning		Assessing	
1	0.652**	11	0.814**	21	0.747**
2	0.685**	12	0.791**	22	0.519**
3	0.760**	13	0.824**	23	0.700**
4	0.726**	14	0.693**	24	0.511**
5	0.783**	15	0.825**	25	0.756**
6	0.703**	16	0.769**	26	0.705**
7	0.783**	17	0.814**	27	0.427**
8	0.538**	18	0.794**	28	0.759**
9	0.738**	19	0.805**	29	0.725**
10	0.692**	20	0.776**	30	0.770**

Correlation is significant at the (0.01) level (\*\*)

Table (2) indicates that the correlation coefficients between each statement and the total score of the domain to which it belongs are high and significant at

the level of significance (0.01), and that the correlation coefficients of the first domain ranged between (0.538- 0.783), and that the correlation coefficients of the second domain ranged between (0.693- 0.825), also, the correlation coefficients of the third domain ranged between (0.427-0.770). This confirms the internal consistency and thus the validity of construction.

Table (3)

Correlations between each domain and the total score of the questionnaire	
Domain	Correlations
Interaction	0.942**
Learning	0.955**
Assessing	0.919**

Correlation is significant at the (0.01) level (\*\*)

It is obvious from Table (3) that the correlation coefficients between each domain and the total score of the questionnaire are very high and significant at the level of significance (0.01) as they ranged between (0.919-0.955). This indicates the internal consistency and thus the validity of the construction.

### Stability of the questionnaire:

The questionnaire stability coefficient was calculated by finding Cronbach's alpha stability coefficient for each of the questionnaire's domains through the statistical package (SPSS) after applying it to the pilot sample as shown in the following table.

Table (4)

Stability coefficients of the questionnaire's domains		
Domain	No. of Statements	Alpha
Interaction	10	0.95
Learning	10	0.95

Assessing	10	0.96
Total Questionnaire	30	0.96

Table (4) illustrates that the domains of the questionnaire are characterized by having a high degree of stability, and the stability coefficient of the questionnaire as a whole reached (0.96), and the reliability coefficients of the domains ranged between (0.95- 0.96). So, the results obtained when they are applied to the main sample of the study can be trusted and relied on.

In order to determine the effectiveness of teaching translation course online during the covid-19 pandemic according to the five-point scale used in answering the questionnaire's statements, the responses of the sample individuals were classified into three levels to make it easy interpret the results by using the following equation:

$$\text{Category length} = \text{range} \div \text{number of levels (high, moderate, low)}$$

Range = largest value of answer categories (5) - smallest value of answer categories (1 = 5-1 = 4)

Thus, the category length =  $4 \div 3 = 1.33$ , and then add the answer (1.33) to the final of each category.

So it will be:

$$A - \text{Minimum} = 1 + 1.33 = 2.33$$

$$B - \text{Mean} = 2.34 + 1.33 = 3.67$$

$$C - \text{Maximum} = 3.67 \text{ or more}$$

The weights are as follows:

- The arithmetic mean which ranges between (3.68- 5) indicates that the degree of influence is **High**.

- The arithmetic mean which ranges between (2.34 -3.67) indicates that the degree of influence is **Moderate**.
- The arithmetic mean which ranges between (1.00 -2.33) indicates that the degree of influence is **Low**.

### **Statistical processing:**

The Statistical Package for Social Sciences (SPSS) was used to input data to be treated in order to answer the questions of the study.

- Frequency
- Percentage
- Mean
- Standard Deviation
- One Way ANOVA
- Scheffe Test

### **Study results and discussion:**

This part presents and discusses the results of the study after the statistical analysis of the data. To answer the study questions, the responses of the study sample individuals were collected and processed statistically using the statistical package (SPSS) to get the arithmetic means and standard deviations of each statement in the questionnaire.

### **The results for the first question:**

#### **What is the effectiveness of teaching translation course online during the Covid- 19 Pandemic from the viewpoint of students?**

The frequencies, Percentages means and standard deviations of the responses of the study sample individuals regarding the domains of the

questionnaire as a whole were calculated and arranged according to the arithmetic means as shown in the following table:

**Table (5)**  
**Means and standard deviations of the responses of the study sample individuals regarding the domains as a whole**

Domain	Mean	Std. Deviation	Order according to mean	The Level
Interaction	3.76	0.69	1	High
Learning	3.73	0.78	2	High
Assessing	3.53	0.63	3	Moderate
Total Questionnaire	3.68	0.65	-	High

It is remarkable from the above table (5) that the effectiveness of teaching translation course online during the covid-19 pandemic is high from the point of view of the study sample individuals as the general arithmetic mean reached (3.68) and the standard deviation was (0.65). Moreover, the responses of the sample individuals varied regarding the domains. The domain Interaction came in the first place with a high degree ( $M = 3.76$ ), followed by Learning with a high degree ( $M = 3.73$ ) and finally Assessing with a moderate degree ( $M = 3.53$ ).

**Here are the results for each domain separately:**

### 1- Interaction

The frequencies, Percentages, means, and standard deviations were calculated for each of the statements of the first domain and arranged according to the arithmetic means as shown in the following table.

**Table (6)**  
**Percentages, means, and standard deviations of the study sample responses to Interaction domain**

No	Statements	Strongly agree %	agree %	Neutral %	Disagree %	Strongly disagree %	Mean	Std. Deviation	Order according to mean	The Level
1	Translation materials uploaded help me learn and understand the course content	22.9	60.7	12.2	3.6	0.6	4.02	0.74	1	High
2	Online feedback given by the lecturer on the target translations provided by my colleagues help me improve my translation skills.	24.1	50.0	19.6	5.1	1.2	3.91	0.86	4	High
3	Online learning makes me more confident, more comfortable to share my translation.	23.8	46.4	18.8	8.3	2.7	3.80	0.98	7	High
4	Online learning helps me acquire new words, expressions and applying them when translating.	25.0	54.5	14.3	4.5	1.8	3.96	0.86	2	High
5	Online learning motivates me to learn the course of translation and to use online engines to search for different meaning of words.	23.2	55.7	14.6	4.2	2.4	3.93	0.87	3	High
6	Online learning is convenient; it saves time and effort un like face-to-face learning.	28.6	43.2	14.3	10.7	3.3	3.83	1.06	6	High
7	Online learning increases the effectiveness of my learning and I attend all classes of translation.	16.7	46.1	23.5	10.4	3.3	3.63	0.99	8	Moderate
8	I prefer reading translation materials as a soft copy (PDF/Word) rather than as a hard version.	12.2	38.7	14.0	23.5	11.6	3.16	1.25	10	Moderate
9	I prefer online learning and I wish to continue even after the COVID-19 pandemic.	22.0	36.6	14.6	17.0	9.8	3.44	1.27	9	Moderate
10	The educational Applications are available and can be easily used as a mobile learning application.	20.5	55.4	17.0	5.1	2.1	3.87	0.87	5	High
The general mean of the domain							3.76	0.69	-	High

Table (6) displays that the Interaction domain as a whole got a moderate degree as the general arithmetic mean for the domain as a whole was (3.74), and the standard deviation was (0.57). It is also notable that this field includes (10) statements, and the responses of the sample individuals varied regarding these

statements. Statement No. (1) "Translation materials uploaded help me learn and understand the course content" got the first rank with (M= 4.02). Statement No. (4) "Online learning helps me acquire new words, expressions and applying them when translating" got the second rank with (M=3.96). Statement No. (5) "Online learning motivates me to learn the course of translation and to use online engines to search for different meanings of words" got the third rank (M = 3.93). Statement No. (9) "I prefer online learning and I wish to continue even after the COVID-19" came in the penultimate order with (M=3.44). Statement No. (8) "I prefer reading translation materials as a soft copy (PDF/Word) rather than as a hard version" came in the last place with (M = 3.16).

Based on the above data, it is prominent that online learning is advantageous from the viewpoint of students in terms of their interaction with the materials and net websites; it allows them to have an access to the educational materials easily and without any effort; it encourages them to study and understand the content of the course and to depend on themselves to look for information relevant to the course of Translation, it helps them acquire new words as it enables them to use search engines to search for new terms and expressions.

## 2- Learning:

The frequencies, Percentages, means, and standard deviations were calculated for each of the statements of the second domain and arranged according to the arithmetic means as shown in the following table:

**Table (7)**  
**Percentages, means, and standard deviations of the responses of the study sample individuals regarding Learning domain**

No	Statements	Strongly agree %	agree %	Neutral %	Disagree %	Strongly disagree %	Mean	Std. Deviation	Order according to mean	The Level
11	Online learning helps students interact easily and comfortably with the lecturer.	19.0	49.7	19.3	8.3	3.6	3.72	0.98	6	High
12	Online learning is convenient to use, especially to revise a given lecture, to submit an assignment, or to ask a question.	23.5	52.7	17.9	4.2	1.8	3.92	0.86	1	High
13	Online learning motivates me to share my translation, to answer the lecturer's questions without fear or embarrassment.	23.8	52.7	14.9	6.3	2.4	3.89	0.92	3	High
14	Online learning helps me get a lecture I did not manage to attend unlike face-to-face classroom.	25.9	51.2	12.8	8.0	2.1	3.91	0.94	2	High
15	Online learning encourages me share my target translation more comfortably than in face -to- face classroom.	21.1	47.6	19.3	9.5	2.4	3.76	0.97	5	High
16	Online learning creates cooperation among students and it enables them to exchange their target translations of a specific article or text.	15.8	50.9	19.6	10.4	3.3	3.65	0.97	7	Moderate
17	Online learning provides equal opportunities of direct communication with the lecturer of translation	16.7	50.0	18.5	11.9	3.0	3.65	0.99	8	Moderate
18	Online learning helps me discover the different usages of one word in different contexts.	17.6	54.8	17.9	8.3	1.5	3.79	0.88	4	High
19	Online learning motivates me to participate thus it improves my grades of participation and interaction unlike in face-to-face classroom.	17.0	48.5	18.2	12.8	3.6	3.63	1.02	9	Moderate
20	I like to continue online learning even after the COVID-19 pandemic.	22.6	33.9	14.9	19.9	8.6	3.42	1.27	10	Moderate
The general mean of the domain							3.73	0.78	-	High

Table (7) shows that the domain of Learning as a whole got a moderate degree as the general arithmetic mean for the domain as a whole was (3.74) and the standard deviation was (0.57). It is notable clear that this domain includes

(10) statements and the responses of the sample members varied regarding these statement.

Statement No. (12) "Online learning is convenient to use, especially to revise a given lecture, to submit an assignment, or to ask a question" came in the first place with (M=3.92). Statement No. (14) "Online learning helps me get a lecture I did not manage to attend unlike face-to-face classroom" came in the second place with (M=3.91). Statement No. (13) "Online learning motivates me to share my translation, to answer the lecturer's questions without fear or embarrassment" came in the third place with (M=3.89). Statement No. (19) "Online learning motivates me to participate thus it improves my grades of participation and interaction unlike in face-to-face classroom" came in the penultimate order with (M=3.63). Statement No. (20) "I like to continue online learning even after the COVID-19 pandemic" came in the last place (M=3.42).

In light of the above data, it is conspicuous that online learning is expedient from the viewpoint of students in terms of the convenience of the learning process; it is suitable for all students at different places, it helps them achieve tasks in shortest time and with no effort. Also, it helps them restore a missing lecture, prompts them to overcome fright stage and to speak, participate, and to share their answers and thus improving their academic level and raising their grades.

### 3- Assessing:

The frequencies, Percentages, means, and standard deviations were calculated for each of the statements of the third domain and arranged according to the arithmetic means as shown in the following table:

**Table (8)**  
**Percentages, means, and standard deviations of the responses of the study sample individuals regarding Assessing domain**

No	Statements	Strongly agree %	agree %	Neutral %	Disagree %	Strongly disagree %	Mean	Std. Deviation	Order according to mean	The Level
21	Online assessments on the quality of the target translations, provided by students, are very effective and useful.	17.3	54.5	20.2	5.7	2.4	3.79	0.88	3	High
22	Online assessments of the target translations are harder to restore than traditional paper assessments.	6.0	45.5	27.7	17.9	3.0	3.34	0.94	8	Moderate
23	I make use of the online assessments, and comments given by the lecturer on each target translation provided by peer students.	16.4	57.1	21.1	3.3	2.1	3.82	0.82	2	High
24	Online assessments add stress and anxiety on my performance in translation.	8.0	30.7	20.8	34.5	6.0	3.00	1.10	10	Moderate
25	Online assessments motivates me to do better by improving the quality of my translation	15.8	52.1	23.5	7.1	1.5	3.74	0.86	4	High
26	Online assessments motivate me to check specialized online dictionaries, and translation websites.	20.2	56.3	17.9	3.9	1.8	3.89	0.83	1	High
27	Online assessments make me unwilling to share my target translation of a given article or text.	6.5	38.7	21.1	30.1	3.6	3.15	1.04	9	Moderate
28	Online assessments make me satisfied as the lecturer indicates the points of strength and weakness of my target translation.	15.2	51.8	22.6	8.3	2.1	3.70	0.90	5	High
29	I prefer to continue online assessments of Translation in the future, even after the COVID-19 pandemic.	17.0	42.6	17.0	15.5	8.0	3.45	1.18	6	Moderate
30	My grades in Translation Course improved under online learning.	11.9	41.1	29.2	13.4	4.5	3.43	1.01	7	Moderate
The general mean of the dimension							3.53	0.63	-	Moderate

Table (8) elucidates that the Assessing domain as a whole got a moderate degree, where the general arithmetic mean for the domain as a whole was (3.74), and the standard deviation was (0.57). Also, it is evident that this domain

includes (10) statements, and the responses of the sample individuals varied regarding these statements.

Statement No. (26) "Online assessments motivate me to check specialized online dictionaries, and translation websites" got the first rank with ( $M = 3.89$ ). Statement No. (23) "I make use of the online assessments, and comments given by the lecturer on each target translation provided by peer students" got the second rank with ( $M=3.82$ ). Statement No. (21) "Online assessments on the quality of the target translations, provided by students, are very effective and useful" got the third rank with ( $M=3.79$ ). Statement No. (27) "Online assessments make me unwilling to share my target translation of a given article or text" got the penultimate order with ( $M=3.15$ ). Statement No. (24) "Online assessments add stress and anxiety on my performance in translation" came in the last place ( $M = 3.00$ ).

Based on the above data, it is evident that online learning is beneficial from the viewpoint of students in terms of its assessments; it encourages learners to upgrade their level in Translation by consulting specialized dictionaries and making use of the comments and feedback given by the instructor grades, and it prompts them to share their translation and benefit from others' translations.

### **The results for the second question:**

**Are the significant statistical differences between sample regarding the effectiveness of teaching translation course online during the Covid- 19 Pandemic due to the of variables (Gender, Academic Year, Fluency in English, grade in translation)?**

Independent Sample t- Test, and One Way ANOVA were used, and the results are shown in the following tables:

Table (9)

Results of independent sample t-test to the compare the Means and standard deviations of the responses of the study sample individuals regarding the effectiveness of teaching translation course online according Gender variable

Domain	gender	N	Mean	Std. Deviation	df	t	Sig.
Interaction	Male	68	3.76	0.71	334	0.062	0.950
	Female	268	3.75	0.68			
Learning	Male	68	3.60	0.87	334	1.563	0.119
	Female	268	3.77	0.75			
Assessing	Male	68	3.52	0.81	334	0.152	0.879
	Female	268	3.53	0.57			
Total Degree	Male	68	3.63	0.77	334	0.643	0.521
	Female	268	3.68	0.62			

It is remarkable from Table (9) that there are no statistically significant differences between the averages of the study sample concerning the total degree of the questionnaire and all domains (interaction, learning, and assessing) due to the variable of gender as the calculated (t) values reached (0.643), (0.062), (1.563). , (0.643), respectively, and its significance level is greater than (0.05).

Table (10)

Results of (ANOVA) to compare means and standard deviations of the responses of the study sample regarding the effectiveness of teaching translation course online according to Academic Year variable

Domain	Academic Year	N	Mean	Std. Deviation	Variance	Sum of Squares	df	Mean Square	F	Sig.
Interaction	first	28	3.70	0.52	Between Groups Within Groups Total	4.32	3	1.44	3.124	0.026
	second	155	3.87	0.66		152.89	332	0.46		
	third	96	3.61	0.76		157.21	335			
	Fourth	57	3.71	0.65						
	Total	336	3.76	0.69						
Learning	first	28	3.59	0.71	Between Groups	9.62	3	3.21	5.547	0.001
	second	155	3.92	0.72	Within Groups	191.88	332	0.58		
					Total	201.49	335			

	third	96	3.56	0.84					
	Fourth	57	3.60	0.74					
	Total	336	3.73	0.78					
Assessing	first	28	3.36	0.57	Between Groups	6.60	3	2.20	
	second	155	3.68	0.61	Within Groups	125.06	332	0.38	5.890
	third	96	3.38	0.63	Total	131.66	335		0.001
	Fourth	57	3.47	0.62					
	Total	336	3.53	0.63					
Total Degree	first	28	3.55	0.52	Between Groups	6.58	3	2.19	
	second	155	3.82	0.62	Within Groups	136.73	332	0.41	5.322
	third	96	3.52	0.71	Total	143.30	335		0.001
	Fourth	57	3.59	0.63					
	Total	336	3.67	0.65					

It is obvious from Table (10) that there are statistically significant differences between the averages of the study sample individuals regarding the total score and all domains (interaction, learning, assessing) due to the variable of academic year as the calculated (f) values reached (5.322), (3.124), (5.547) , (5.890), respectively, and its significance level is less than (0.05). In order to identify the significance of the differences, the Scheffe test was used, and the results are shown in the following table:

Table (11)

**Results of (Scheffee) test to detect the differences between the averages of the study sample regarding the effectiveness of teaching translation course online according to Academic Year variable**

Domain	Academic Year	first	second	third	Fourth
Interaction	First		-0.172	0.088	-0.088
	second			0.260**	0.163
	third				0.001
	Fourth				
Learning	First		-0.326	0.028	-0.012
	second			-0.013	0.314
	third				-0.041
	Fourth				
	First		-0.312	-0.011	-0.104

Assessing	second		0.300**	0.208
	third			0.092
	Fourth			
Total Degree	First	-0.270	-0.035	-0.041
	second		0.305**	0.228
	third			-0.077
	Fourth			

\*\* Correlation is significant at the (0.05) level

The above table illustrates that there are statistically significant differences between the second and third years regarding the total degree and all domains (interaction, learning, assessing) in favor of the second year.

**Table (12)**

**Results of (ANOVA) to compare means and standard deviations of the responses of the study sample regarding the effectiveness of teaching translation course online according to Fluency in English variable**

Domain	Fluency in English	N	Mean	Std. Deviation	Variance	Sum of Squares	df	Mean Square	F	Sig.
Interaction	Fair	7	2.73	1.23	Between Groups Within Groups Total	9.96	3	3.32	7.483	0.0001
	Good	137	3.68	0.60		147.25	332	0.44		
	Very Good	155	3.83	0.65		157.21	335			
	Excellent	37	3.92	0.82						
	Total	336	3.76	0.69						
Learning	Fair	7	2.86	1.36	Between Groups Within Groups Total	7.89	3	2.63	4.508	0.004
	Good	137	3.67	0.69		193.61	332	0.58		
	Very Good	155	3.77	0.74		201.49	335			
	Excellent	37	3.95	0.96						
	Total	336	3.73	0.78						
Assessing	Fair	7	2.77	1.35	Between Groups Within Groups Total	4.93	3	1.64	4.306	0.005
	Good	137	3.50	0.55		126.73	332	0.38		
	Very Good	155	3.56	0.58		131.66	335			
	Excellent	37	3.66	0.81						
	Total	336	3.53	0.63						
Total Degree	Fair	7	2.79	1.30	Between Groups Within Groups	7.37	3	2.46	5.996	0.001
	Good	137	3.62	0.57		135.94	332	0.41		
	Very Good	155	3.72	0.61		143.30	335			

Excellent	37	3.85	0.82	Total
Total	336	3.67	0.65	

It is clear from Table (12) that there are statistically significant differences between the averages of the study sample individuals regarding the total degree and all fields (interaction, learning, assessing) due to the variable of fluency in English as the calculated (f) values reached (5.996), (7.483), (4.508), (4.306), respectively, and its significance level is less than (0.05). In order to identify the significance of the differences, the Scheffe test was used, and the results are shown in the following table:

Table (13)

**Results of (Scheffe) test to detect the differences between the averages of the study sample regarding the effectiveness of teaching translation course online according to Fluency in English variable**

Domain	fluency in English	Fair	Good	Very Good	Excellent
Interaction	Fair		-0.953**	-1.099**	-1.193**
	Good			-0.145	-0.239
	Very Good				-0.093
	Excellent				
Learning	Fair		-0.816	-0.917**	-1.094**
	Good			-0.101	-0.277
	Very Good				0.176
	Excellent				
Assessing	Fair		-0.727**	-0.787**	-0.890**
	Good			-0.590	-0.162
	Very Good				-0.103
	Excellent				
Total Degree	Fair		-0.832**	-0.934**	-1.059**
	Good			-0.102	-0.226
	Very Good				-0.124
	Excellent				

\*\* Correlation is significant at the (0.05) level

It is apparent from Table (13) that there are statistically significant differences between Good and Fair regarding the total score and two domains

(interaction, assessing) in favor of Good. And there are differences between Very Good and Fair regarding the total score and all domains (interaction, learning, assessing) in favor of Very Good. And there are differences between Excellent and Fair concerning the total score and all domains in favor of Excellent.

Table (14)

Results of (ANOVA) to compare means and standard deviations of the responses of the study sample regarding the effectiveness of teaching translation course online according to Grade in Translation variable

Domain	Grade in Translation	N	Mean	Std. Deviation	Variance	Sum of Squares	df	Mean Square	F	Sig.
Interaction	Fair	10	3.04	1.11	Between Groups Within Groups Total	8.62	3	2.87	6.416	0.0001
	Good	167	3.68	0.64		148.59	332	0.45		
	Very Good	136	3.88	0.67		157.21	335			
	Excellent	23	3.90	0.58						
	Total	336	3.76	0.69						
Learning	Fair	10	3.07	1.25	Between Groups Within Groups Total	7.40	3	2.47	4.218	0.006
	Good	167	3.68	0.71		194.10	332	0.59		
	Very Good	136	3.81	0.78		201.49	335			
	Excellent	23	4.00	0.76						
	Total	336	3.73	0.78						
Assessing	Fair	10	2.87	1.07	Between Groups Within Groups Total	5.26	3	1.75	4.604	0.004
	Good	167	3.51	0.60		126.40	332	0.38		
	Very Good	136	3.61	0.61		131.66	335			
	Excellent	23	3.50	0.56						
	Total	336	3.53	0.63						
Total Degree	Fair	10	2.99	1.12	Between Groups Within Groups Total	6.59	3	2.20	5.335	0.001
	Good	167	3.62	0.61		136.71	332	0.41		
	Very Good	136	3.76	0.65		143.30	335			
	Excellent	23	3.80	0.58						
	Total	336	3.67	0.65						

It is evident from Table (14) that there are statistically significant differences between the averages of the study sample individuals concerning the total score and all domains (interaction, learning, assessing) due to the variable

of grade in translation as the calculated (f) values reached (5.996), (7.483), (4.508), (4.306), respectively, and its significance level is less than (0.05). In order to identify the significance of the differences, the Scheffe test was used, and the results are shown in the following table:

Table (15)

**Results of (Scheffee) test to detect the differences between the averages of the study sample regarding the effectiveness of teaching translation course online according to Grade in Translation variable**

Domain	Grade in translation	Fair	Good	Very Good	Excellent
Interaction	Fair		-0.639**	-0.837**	-0.860**
	Good			-0.198	-0.220
	Very Good				-0.022
	Excellent				
Learning	Fair		-0.606	-0.738**	-0.934**
	Good			-0.132	-0.328
	Very Good				0.196
	Excellent				
Assessing	Fair		-0.638**	-0.737**	-0.634**
	Good			-0.098	0.004
	Very Good				0.103
	Excellent				
Total Degree	Fair		-0.628**	-0.771**	-0.809**
	Good			-0.143	-0.181
	Very Good				-0.038
	Excellent				

\*\* Correlation is significant at the (0.05) level

The above Table indicates that there are statistically significant differences between Good and Fair concerning the total questionnaire and two domains (interaction, assessing) in favor of Good. And there are differences between Very Good and Fair about the total questionnaire and all domains (interaction, learning, assessing) in favor of Very Good. And there are differences between

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Excellent and Fair regarding the total questionnaire and two domains (interaction, learning) in favor of Excellent.

### **Conclusion:**

Based on data analysis, from the viewpoints of the students, it is evident that teaching Translation course online during the covid-19 pandemic is effective and that learners have things in common regarding the effectiveness of teaching Translation online such as: learners are able to differentiate between advantages and disadvantages of online learning and the traditional education making use of the merits of provided by online learning. Learners reveal that online learning influence their overall performance in Translation positively. Students are progressively achieving access to the online databases and search engines to improve their knowledge and skills of Translation.

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