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Translation Online Learning during Coronavirus Lockdown: An Evaluation of Student-Centered Learning at Selected Jordanian Universities

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Abstract

The Jordanian Ministry of Higher Education has recently released general guidelines for universities to adhere to in online education. Applying a student-centered approach in online learning was highly stressed in the ministry's guidelines. In response to the ministry's vision, the present study aims at investigating the effectiveness of online education in promoting student-centered learning at three Jordanian universities (two private and one public). One hundred and nine translation senior students were surveyed on their perception of the application of a student-centered approach in the translator training programs. The questionnaires were designed in open format items on which respondents were required to comment freely. However, data were analyzed quantitatively and qualitatively. As the ratio of male students to female students in the programs is almost 3:7, the responses received from female students were almost three-folds the responses received from male students. The results of the study revealed that male and female students responded positively on four of the seven questioned aspects and negatively on three of them, with no gender-based statistically significant difference in the responses. The positive perceptions in online learning pertain to autonomy and responsibility, translation authentic projects, absence of teacher-centered learning and reflection of students on their own learning, while the drawbacks were reflected in areas related to teamwork, peer review, and time management.

Keywords: authentic translation project, instrumental competence, interpersonal competence, online learning, student-centered learning, translation competence

1. Introduction and Literature Review

1.1 Student-centered Learning and Translation Pedagogy

The concept of student-centered learning has been advocated and practiced for decades in higher education institutions for its efficacy. A student-centered mode of learning places students at the core of the learning process in which learners build their own knowledge rather than just being passive recipients of information. It is an approach that employs a group of methods which encourage the absence of teacher-centered learning (Harden & Crosby, 2009). It "focuses on the achievements of learners rather than the teachers" (Ibid, p. 335).

According to Brown (2001), some student-centered learning techniques include: 1) focusing on the learner needs and goals; 2) granting more control to learners; and 3) encouraging creativity and increasing self-worth. Weimer (2002) points out that moving towards actual student-centered learning requires radical changes in the learning process in which students are consulted on the syllabus design and the learning content. Herrington and Herrington (2006), point out that student-centered learning requires creating a learning context where practices of professionals are experienced in the classroom.

In translation education, scholars believe that practical translation is a learning by doing exercise. Therefore, one of the most advocated methods in translator training is the task-based approach or TBT (Gonzalez-Davies, 2004; Hurtado-Albir, 2015). TBT in translation is the method that guarantees actual involvement and interaction in class. According to Al-Qinai (2011), implementing a TBT approach in translation education provides "a simulation of real-world experiences whereby students work in groups towards achieving a common goal by sharing information" (p. 22). This can be taken as a point of departure in visualizing the general framework of effective, competence-oriented and student-centered translator training. Thus, TBT and student-centered learning intersect in translator training.

Research on translation student-centered learning has been gaining momentum for the past two decades (e.g., Gonzalez-Davies & Scott-Tennent, 2005) preceded by the groundbreaking work of Don Kiraly (1995, 2000). Kiraly's suggested teaching methods intended to bridge the gap between classroom practice and competence-oriented learning and placed translation pedagogy within a social constructivist framework (Kiraly 1995, 2000, 2006). Later work included research on student-centered and authentic learning in an online education context. (Kiraly et al., 2015). Kiraly's work on translation pedagogy was considered very influential (Malena, 2003) as it provides a practical guideline for empirical studies on competence-oriented learning matching the teaching methods and the competences they develop.

1.2 Student-centered Learning and Translation Competence

Translation programs at the university level aim at developing competences that are required in a specific translation market (Schaeffner, 2000). Thus, the program design, including the teaching methods, should be aimed at developing the trainees' competence.

In the past twenty years, research on translation competence has been gaining momentum due to its valuable insights on translation pedagogy in preparing trainees to competitive markets. Translation competence was defined as the "underlying system of knowledge required to translate" (PACTE, 2003). Translation competence theories were first suggested by scholars forty years ago (Wilss, 1982, 1989). With the development of empirical product and process-oriented translation pedagogical studies, more translation competence models have been developed in order to meet the market requirements and keep pace with the non-stop technological development. The translation competence models suggested in the beginning of the new millennium (e.g., PACTE, 2003; Kelly, 2005; Kiraly, 2006) shed more light on the personal and interpersonal abilities of translators that would enable them to accomplish different tasks individually as well as within a team. The personal

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and interpersonal sub-competence was included responsibility, autonomy, teamwork, and ability to negotiate (e.g., Kiraly, 2006).

1.3   Implementation of Student-centered Learning in Translation Online Education

With the evolvement of learning technologies in recent years, research on online translation teaching has also gained momentum. Several studies were conducted on the efficacy of online learning in enhancing student-centered education. (Ke & Kwak, 2013; Mccombs, 2015).

With respect to translation pedagogy, there were several studies which investigated how student-centered learning can still be successful in online education. Interestingly, some studies have proved that in the wake of digitalization, this learning mode can be more beneficial than face-to-face education as it simulates the actual translation freelancing business where translators provide cyber services to virtual customers. For instance, the study conducted by Marczak (2018) argued that translation trainees need to experience a learning context that is oriented towards teacher-independent digital technologies to be ready for a digitalized translation market.

Kiraly et al. (2015) investigated the efficacy of translation online learning in maintaining a student-centered context from the perspective of students by investigating seven aspects including enhancement of teamwork, peer review, autonomy and responsibility among others.

With respect to the Jordanian context, the dominant learning mode had always been face-to-face learning. Online learning at the undergraduate programs in the Jordanian universities was only allowed in 2015, under strict conditions, following the decision taken by the Higher Education Council (Malkawi, 2015). The fact that Jordan had to switch to online learning due to the unfortunate outbreak of Covid19 pandemic triggered an urging need to research certain pedagogical aspects in online education. Therefore, the present study aimed at investigating the efficacy of online education as a new experience in Jordan. Guided by the seven aspects highlighted in Kiraly et al., (2015), the present study investigated students' perception on student-centered learning in translation online education.

2.   Data Collection Methods

2.1   Significance of the Study

The literature review on the effectiveness of online learning in enhancing student-centered education in translation revealed that this research area still needs further investigation. With particular reference to Jordan where online learning is a relatively new mode of instruction, such studies are still in their infancy. Therefore, the present study is an attempt to fill this research gap.

2.2   Theoretical Framework of the Study

The seven aspects of translation student-centered learning that were identified by Kiraly et al. (2015) were used as a framework for this study. The aspects highlighted in the study; namely, teamwork, autonomy and responsibility, time management, peer review and assessment, translation authentic projects, absence of teacher-centered learning, and reflection of students on their own learning were designed as questionnaire items. Respondents were required to comment on each item openly upon which responses were analyzed quantitatively as well as qualitatively. The main research question in the present study is: How is student-centered translation learning enhanced in online education from the perspective of students?

2.3   Data Collection and Analysis Method

The universities included in the study use Microsoft Teams for live streaming of lectures and Moodle

for designing assignments, projects, and assessments. For data collection, an open-ended questionnaire was designed using Microsoft Forms (Appendix 1). To adhere to safety measures during the pandemic, questionnaires were administered online. The initial questionnaires were piloted for validity and reliability as well as for adherence to research ethics by the committee of Academic Research at the Faculty of Arts and Sciences at Al-Ahliyya Amman University (Decision Number: 20-1-13). Participants were informed of the nature and purpose of the study and were assured that their responses will be kept anonymous and confidential (Appendix 1). A total of 109 senior translation students from three Jordanian universities (two private and one public) responded to the questionnaire. The questionnaire intended to target fourth-year students since this category of students have experienced two years at least of face-to-face teaching prior to switching to online learning. Therefore, they were in a position to make an informed comparison between the two modes of learning.

The main approach of analysis was qualitative; however, quantitative analysis was also used to consider the multiplicity of meanings, representations, and statistically significant differences. The responses provided for each item were first classified into approval, disapproval for quantitative analysis. Decisive responses were studied to identify key categories that were integrated and represented in a narrative manner. Responses which were indecisive with regard to approval vs. disapproval were excluded from the quantitative statistical analysis. However, they were integrated into the qualitative narrative within the category for which they contribute insights.

As the percentage of male students in translation undergraduate programs is about 30%, the distribution of responses shows that the majority of responses came from female students. The following chart shows the gender-based distribution of responses.
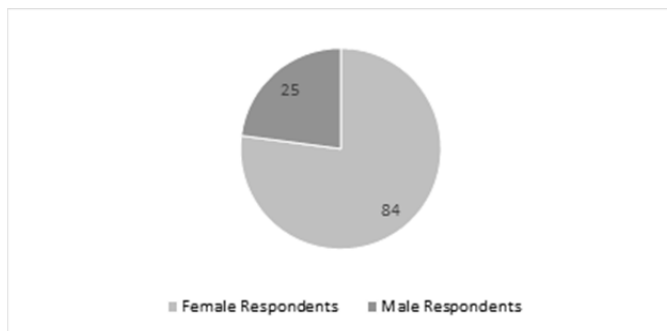

Figure 1 : Number of Female Respondents vs. Male Respondents

3. Results and Discussion

3.1 Qualitative and Quantitative Analysis

The analysis pattern below is categorized according to the seven aspects queried in the questionnaire items. Each investigated aspect is initiated with a figure showing the quantitative results followed by a narrative text which integrates the perceptions along with their insights. The pedagogical implications are discussed separately in subsequent section.

With regard to the enhancement of teamwork and peer review, both female and male respondents showed a tendency towards disagreement. The two aspects were integrated within the same analytical narrative text below due to the close relation between them (Daly, 2014). Figures 2 and 3 below show the quantitative results, after which the responses are discussed in more detail.
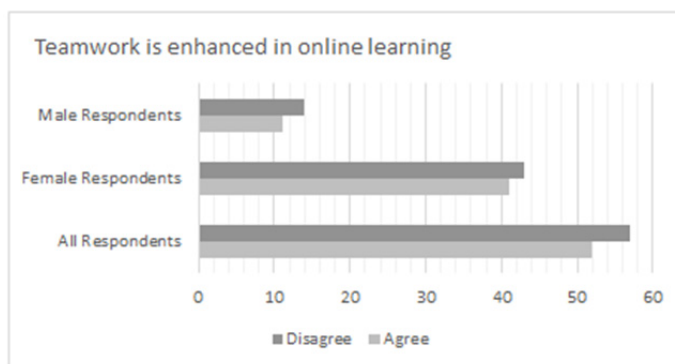
Figure 2: Enhancement of Teamwork
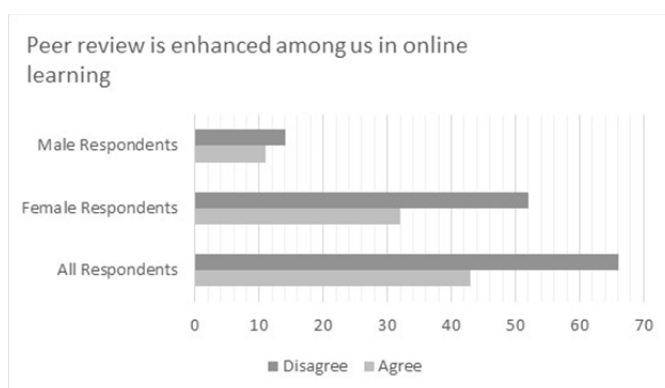
Figure 3: Enhancement of Peer Review and Assessment

The quantitative analysis shows that teamwork and peer review are not significantly enhanced, with stronger disagreement on the latter, especially among females.

The findings show that, while 48% of respondents agree that teamwork is enhanced in online learning, 52% disagree, with no statistically significant gender-based difference. Those who agreed perceived online learning as a chance to create or join more WhatsApp and Facebook groups and rely on Teams chat in group discussions, which enhanced teamwork. It is worth noting here that students of less fortunate families have been provided with subsidized internet connectivity and laptops since the beginning of the lockdown, which facilitated teamwork (see https://royanews.tv/news/224221). The fact that online communication was more available at lower cost encouraged more interaction in group assignments and projects. Teamwork was an alternative to compensate for the physical absence of the teacher.

In addition, a socio-psychological dimension was also unveiled in this aspect. Facing an unpreceded experience of being alone and distant during the lockdown urged students to stay connected with their classmates, even virtually, in compensation for the physical interaction. This socio-psychological dimension was interesting enough to be highlighted and can be correlated to several studies on the psychological effects the lockdown had on different age groups. For instance, a study conducted in England by the Mental Health foundation revealed that feelings of loneliness increased by 14% during covid19 lockdown (mentalhealth.org.uk), which encouraged interaction and

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boosted teamwork.

Nevertheless, 52% of respondents did not agree that teamwork was enhanced in online learning. One respondent commented that students "rarely communicate outside the classroom and being physically distant is making teamwork a bit harder". It should also be noted that several international students were abroad during online learning and time difference between Jordan and other countries sometimes posed a communication challenge.

Disagreement responses also revealed that teamwork should have been enhanced by teachers through assigning group projects and assignments, which was not the case. Most assignments, even during face-to-face learning, depended on individual efforts. As per respondents, professors are disinclined to giving collaborative work assignments in order to facilitate and guarantee fair individual assessment.

The responses of female students also revealed a social constraint that is typical of Jordan as well as of other Arab countries. In a conservative patriarchal society, it is not uncommon to prevent females from communicating with male classmates via social media platforms, regardless of the purpose of the communication. Such restrictions placed limitations on online teamwork and made it available only within small, same-gender groups.

With respect to enhancement of peer review, negative reflections exceeded positive ones with a statistically significant difference between female and male respondents. Disagreement was reflected in 56% of male respondents and in 77% of female respondents.

There was a unanimous agreement that peer review had never been the norm, even in face-to-face learning. Several reasons were stated, some of which were attitudinal, others were associated with pedagogical drawbacks. The attitudinal dimension is related to how students perceive the practice of peer review and assessment. The majority of responses revealed that competition especially among female students adversely affected constructive peer review and assessment. Students of high performance seemed to be reluctant in offering assistance or feedback to low-performing students due to the competitive spirit prevalent among them. The fact that female students in Jordan seem to perform better in the field of languages and translation (Abdulrahman, 2018), partially explains why the competitive spirit is more sensed among female students. Another aspect that is related to attitudes of students towards peer review and assessment is the lack of trust in peers. Respondents gave little consideration of the value that can be gained from the review and assessment of their peers. The pedagogical implications of these findings are discussed in the subsequent section.

As for autonomy and responsibility, the quantitative and qualitative analysis showed a tendency towards agreement on the enhancement of this aspect in online learning. Figure 4 presents the quantitative results after which data is discussed in more detail.
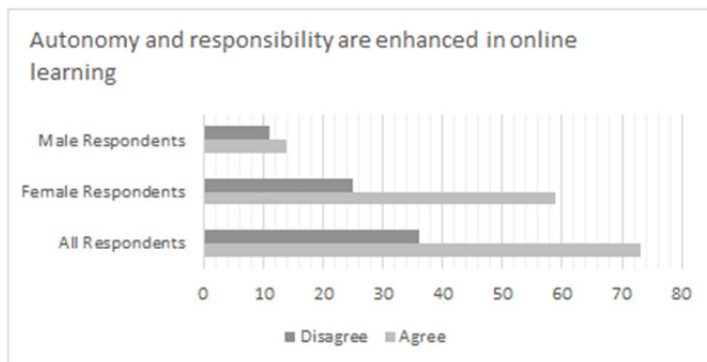

Figure 4: Enhancement of Autonomy and Responsibility

Responses revealed that the majority of students agreed that autonomy and responsibility were enhanced in online learning with no statistically significant gender-based difference. Only 33% of the responses displayed disagreement where online learning was seen as encouraging negligence and irresponsibility. For them, the availability of recorded lectures on Teams platform discouraged self-discipline and commitment. It is also worth mentioning here that the Ministry of Higher Education in Jordan declared that, during coronavirus lockdown, students with poor attendance should not be dropped out of courses. The ministry's intention was to neutralize the negative impact of bad internet connectivity in the cities' outskirts where many students reside, which would hinder their class attendance. According to the respondents' feedback, some students took advantage of the situation.

However, according to the majority of respondents (67%), autonomy and responsibility were remarkably enhanced in online learning. In contrast to what was mentioned by the 33% of respondents, most of the respondents indicated that self-discipline, autonomy, and responsibility were rather encouraged. The absence of direct in-class observation raised the level of autonomy and responsibility. For most of them, not being directly guided or observed created an anticipated fear of failure and thus encouraged more responsibility. Furthermore, a group of responses unveiled a socio-economic dimension. Married and/or working students stated how socio-economic burdens urged them to maintain their autonomy and responsibility during online learning.

Time management was one of the aspects that was negatively reflected on at 57% of disagreement responses, with no statistically significant gender-based difference. The following chart (Figure 5) presents the result arrived at from the quantitative analysis.
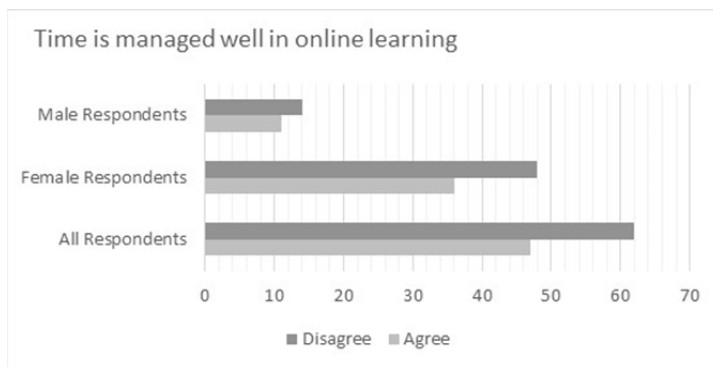
Figure 5: Enhancement of Time Management

Responses of approval, which constituted 43%, indicated that time was better managed during online learning. One of the advantages observed by respondents was being able to benefit from the time saved by not commuting to and from campus, which, considering the common traffic jams in Amman, is considerable. Furthermore, the fact that the universities in question are located away from the center of the capital city justifies their argument. For them, working from home provided convenient circumstances for better time management in handling their assignments. Time management was also handled better in relation to exams in the opinion of this category of respondents. Unlike in-class exams where students could ask for time extension or at least be notified by invigilators about the remaining time, Moodle-designed exams are strictly time-bound in relation to submission, which made proper time management a must.

Nevertheless, negative responses came from the majority of respondents who had several reasons why time was not well managed during coronavirus lockdown. Interestingly, reasons behind poor time management were common within respondents of the same gender. Procrastination was a common reason for male respondents, while females had different socio-restricted reasons. Working

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male students, particularly from economically disadvantaged families, who saw an opportunity in online learning to find jobs and help their families financially, suffered from tight schedules. Responses showed that employers were less understanding in approving leaves or scheduling shifts that are convenient to students. For employers, online learning was simply a matter of connecting remotely to classes, which could be easily done from the workplace. This worsened the situation for working students and increased the burdens regarding time management.

It is worth mentioning that Jordan has been going through an economic crisis over the past few years, and this has been aggravated by the pandemic and the consequent lockdown. Many lower and middle-class Jordanian families have been suffering economically. As a result, students had to work and connect to classes during their work shifts, which meant that they had to prioritize one over the other. Work usually came before learning and this negatively impacted students' academic achievement and led to loss of marks, particularly those allocated for participation and attendance.

Female students, on the other hand, had family commitments that made time management a hard task. As per female respondents, the fact that they were available at home kept them engaged in house chores and demands of family members during and between online classes. Looking after children, who were also studying online, increased the burdens on female students as sisters or mothers. As a result, time management could hardly be an easy task.

Moreover, the lockdown had a bad influence on both male and female students with respect to time management. Time allocated for study was adversely affected due to the noisy and chaotic status of households during lockdown, with all family members at home. In some cases, students resorted to staying up late to compensate for the wasted time, which worsened the situation as it affected the biological clock and resulted in missing classes the next day, particularly early ones.

As for the enhancement of authentic translation projects, responses reflected a different perception from the previously investigated aspects. Agreement responses in relation to this aspect constituted 77% as figure (6) below illustrates. The quantitative data analysis showed no statistically significant gender-based difference.
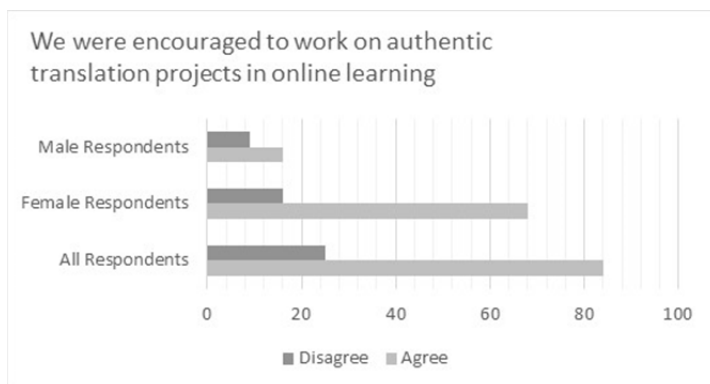
Figure 6: Enhancement of Authentic Translation Projects

As it can be noticed from the findings, students were encouraged to work on authentic projects, i.e., "collaborative undertaking of complete translation projects for real clients" (Kiraly, 2000). The positive feedback analyzed in relation to this aspect can be read from two different dimensions. One dimension revealed that authentic translation projects were quantitatively enhanced during online learning. However, the respondents' feedback indirectly disclosed certain issues in relation to the weight of authentic translation projects in the overall assessment score, in addition to the gap between practices encouraged in projects vs. those allowed in formative and summative assessments. Most of the responses showed that more translation authentic projects were assigned to students

during online learning. Working on authentic translation projects was increased in compensation for the suspension of face-to-face on-job training during the lockdown. However, it is worthy of note that authentic practice is not to be confused with internships (Galán-Mañas, 2011, p. 111). There was a tendency by teachers to compensate for what was missed in face-to-face on-job training. As per respondents, handling authentic translational tasks from home with a pre-defined deadline was a whole new experience which created a real-life situation similar to professional freelancers.

The following quotations extracted from some responses unveiled certain issues related to the handling and the grading weight given to authentic translation projects:

> *"We spend a lot of time on authentic translation projects; however, it is given very little weight in formative and summative assessments". Female student*

> *"It was much fun working on authentic translation projects, but it is not given more than 20% of the overall assessment. The problem is we get lower marks in exams due to limited time". Female student*

> *"We experienced authentic projects. Working from home on projects and exams allowed us to use all available sources and resources including Google translate and Omega T, which had never been allowed in on-campus exams". Female student*

> *"We learned in computer-assisted translation courses how to search for information efficiently using all available sources, but this is not practiced or even encouraged in exams held on campus. In online learning, we had the chance to practice this freely. Male student*

According to such responses, students agreed that while assignments were authentic translation projects, assessments were not. Further elaboration is provided in section 4 below.

Absence of teacher centeredness along with ability of students to reflect on their own learning were merged in the following analysis due to the interrelated relation between the two aspects. According to Burnard (1999), in student-centered learning, "students might not only choose what to study, but how and why that topic might be an interesting one to study" (p. 244). Therefore, reflecting on one's own learning lies in the core of student-centered learning and the absence of teacher-centeredness. The qualitative analysis showed overlapping responses of the two aspects which further encouraged a combined analysis herein below.

Both the aspect related to the absence of teacher-centered teaching and the ability of students to reflect on their learning process received a majority of agreement responses (75% and 73% respectively) with no statistically significant gender-based difference. Figures 7 and 8 below illustrate the quantitative results arrived at after which the qualitative data are analyzed.
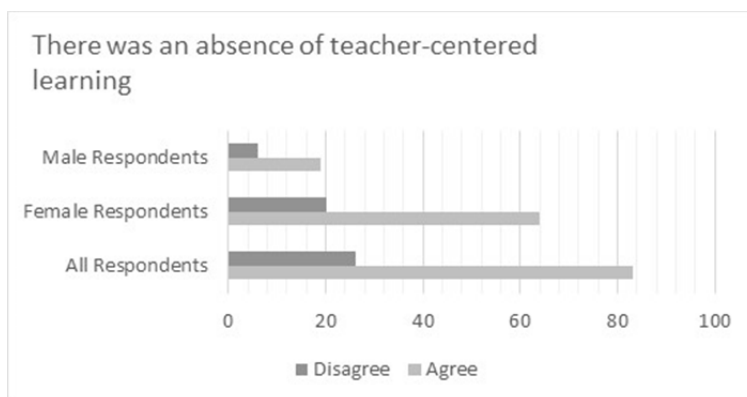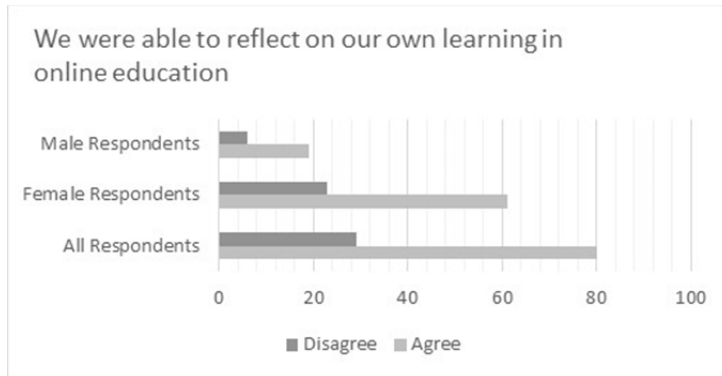

Figure 7: Absence of Teacher-centered Education

Figure 8: Ability to Reflect on Learning

The results revealed that the majority of respondents agree that teacher centeredness was eliminated and chances of reflecting on their learning process were increased during online learning. From their perspective, online learning platforms created group forums where teachers are no more the center of the learning process. Students were consulted on several aspects of the learning process. Choice of texts to be translated in class in terms of length and subject matter was left to learners in most of the cases. The fact that Microsoft Teams and Moodle platforms allowed learners to share presentations, posts, messages, and suggestions opened more opportunities for student involvement and feedback. Teachers seemed more flexible and understanding in absorbing suggestions. Students were consulted regarding how they would like marks to be distributed (e.g., number of assignments, presentations, and quizzes). Furthermore, they were consulted on the appropriateness of the text types they were given for translation.

According to respondents, teachers switched into a new mode of delivery based on giving two credit hours of interactive lectures, while the third credit hour in the week was run by students. In a student-run class, one or two students would be assigned to prepare a text of their own for translation and run the class, while the teacher behaves as a learner.

According to some respondents, this mode of flipped learning enabled them to discover their ability to be a source of information. However, a considerable number of responses revealed opposition to this new mode of delivery. Their argument was based on the assumption that student-run classes were less informative with little added value. A teacher-run class was still preferred by the majority.

The quantitative and qualitative analysis revealed that respondents generally agree that certain aspects of student-centered learning were evident in the translator training programs. However, disagreement was reflected in relation to three aspects namely, teamwork, peer review, and time management. Qualitative data unveiled certain pedagogical issues in relation to these three aspects and even to those which received positive reflections. It was noticed that, while respondents might show agreement on the application of a certain technique, they have reservations with regard to how the technique was applied. The results arrived at have both pedagogical as well as socio-economic implications which are discussed in the following section.

4. Conclusions and Implications

4.1 Pedagogical Implications

The ultimate purpose of any translator training program is to develop the translation competence of trainees. Translation competence is defined as "the underlying system of declarative and

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predominantly procedural knowledge required to translate" (PACTE, 2003, p. 58). Several skills and sub-competences were seen as part of translation competence such as bilingual sub-competence, thematic, bi-cultural and encyclopedic knowledge along with other personal and interpersonal skills. These include but are not limited to ability to work within a team, provide and receive review, as well as manage time in a given translational task (e.g., EMT 2017; Kelly, 2005; Pym, 2000; PACTE, 2003).

With reference to the feedback provided on teamwork, peer review, and time management, the majority of responses revealed that they were not enhanced in online learning. The poor ability to work within a team in which peers can review each other's work adversely affects the trainees' translation competence. Encouraging students to work individually in order to facilitate the assessment and grading process reflects an outdated vision of teaching. Furthermore, students seemed to work in an unhealthy competitive atmosphere which has negative reflections on students' productivity as per Johnson & Johnson (1994). Students' productivity is also adversely affected by poor time management (Arnold & Pulich, 2004).

Time management, which received negative reflections from the majority of respondents, is considered a basic personal skill in most translation competence models (e.g., PACTE, 2003; EMT, 2017). Time management can be looked at from two perspectives: task-specific time management and overall time management. The responses of students showed that the culprit of poor time management was the unusual social circumstances faced during the lockdown, i.e., time management in the broadest sense. Nevertheless, when students are trained to manage their time effectively in a particular translation task, they can apply the techniques at a broader level, i.e., in handling multiple assignments by proper planning and prioritizing tasks. The role that should be played by the academic institution is discussed further in the subsequent section.

In addition to the aspects which received negative reflections, the qualitative analysis also unveiled certain pedagogical issues in the aspects that received positive reflections, especially in relation to authentic translation projects and absence of teacher centeredness. Despite the approval on the practice of assigning authentic projects and the movement towards eliminating teacher centeredness, there were certain comments that are worth highlighting for their pedagogical implications. Respondents agreed that they were encouraged to work on authentic translation projects in online learning. However, the point raised by some students in relation to the use of available sources is worth highlighting here as this element lies in the core of the instrumental competence. Instrumental competence is related to the use of documentation and information technology (PACTE, 2003). According to the respondents' feedback, working on authentic projects is enhanced in terms of quantity, i.e., number of projects. However, the weight of such projects in the overall grading is not worth the exerted effort. Furthermore, authenticity of translation in a given course was only confined to and practiced in minor assignments. Graded assessments were handled in a different way in which students were not allowed to practice their instrumental sub-competence. For instance, some students stated that consulting online sources were off-limits in face-to-face exams despite being taught otherwise in theoretical courses. Apparently, this reveals some drawbacks in terms of how teachers relate theory to practice. In fact, it shows that translation educators may be promoting an out-dated training context as they are not keeping pace with the rapid development of technology in translation. Prohibition of students' online access in face-to-face exams raises a serious concern in translation pedagogy. Since the skill of using online sources effectively lies in the heart of the instrumental competence (PACTE, 200; EMT, 2017), this implies that the instrumental sub-competence is likely to be under-developed in graduates in an age of booming technology. There is a missed opportunity to excel in computer-based tasks as several studies have highlighted the inevitable integration of technology in students' everyday life. (e.g., Tonder & Steyn, 2018).

The feedback on the aspect of eliminating teacher centeredness is worth highlighting here for the message it implies. While the majority of respondents agreed that there was an absence of teacher centeredness, students revealed their dissatisfaction with the application of this strategy. The feedback reflects that there was no added value of activating students' role in deciding what and how to be taught. They still seem to perceive the teacher as the sole source of valuable information. In

addition, they showed little trust and confidence on what is offered by their peers, be it feedback on translation assignments or content of presentations.

A close investigation of all the above reveals a serious drawback in certain aspects of online student-centred education. While the analysis of quantitative data shows that four of the investigated aspects reflect a student-centred learning context, qualitative data analysis reveals a shallow practice of the methodology. Such a pedagogical deficiency can be attributed to ineffective development of competence and mobilization of students.

Teamwork, peer review and time management were all integrated and labelled as personal and interpersonal skills (Kiraly, 2006; EMT, 2017) or knowledge of the profession (PACTE, 2003). Ability to use sources efficiently and effectively was labelled as knowledge of technology (Kiraly, 2006; EMT 2017), or instrumental competence (PACTE, 2003).

The fact that translation competence is under-developed in the translator training programs contradicts the intended objectives of translator training programs that revolve around preparing graduates for a competitive translation market (Schaeffner, 2000).

4.2 Socio-economic Implications

The ability to work within a team, in addition to providing and receiving peer review, are basic requirements for securing a job in the translation market (Pym, 2000). In addition to translating, the future careers available for translation graduates include revisers and project managers (Kelly, 2005) as well as translation critics (Lundstrom, 2009). Lacking such skills would adversely affect employability and adaptability in the translation market which has negative economic reflections (Colina, 2003; EMT 2017). At the social level, being part of an interactive team boosts positive relations (Johnson & Johnson 1994) as well as social and emotional adaptation, self-esteem, and confidence (Coit, 2004)

The aspect related to time management, which received negative reflections from most respondents, is also alarming in the evaluation of online learning efficacy. In fact, effective management of time in a given translation task is considered a characteristic of translation competence (Hurtado-Albir, 2017). However, the factors which contributed to poor time management - from the perspective of respondents - were found to be socially related issues, beyond the pedagogical context. These included the chaotic and distracting environment during the curfew, the involvement of female students in house chores and children demands, and work commitments for male students. These factors are too generic to be attributed to a pedagogical drawback, however, students' effective time management can be enhanced through designed workshops delivered by the university during online learning. This is discussed further in the following section.

5. Recommendations

The present study examined the applicability of translation student-centred learning in online education during the Covid19 lockdown from the perspective of students at the sampled universities. Since student-centred learning promotes translation competence, the ultimate purpose of the inquiry was to investigate if online translator training is aimed at developing translation competence, and thus readiness of graduates for the job market.

The pedagogical implications of the study revealed that translation trainees are not effectively developing their personal, interpersonal, and instrumental competences. In order to develop these competences, it is highly recommended that translation students be encouraged to be engaged in teamwork through small group techniques in a healthy competitive context. Furthermore, they can also be given group translational projects to encourage peer review through task-based discussions. According to Barros (2011), the interaction created by peer review is in itself a valuable learning experience as it encourages motivation among peers. When tasks are assigned to groups rather than individuals, the outcome will be a collaborative responsibility (Johnson & Johnson 1994). According

to Insai and Poonlarp (2017), peer review can be encouraged when teachers behave as facilitators.

According to the respondents' feedback, the insufficient cooperation they had among themselves was contributing to their dissatisfaction of the absence of teacher-centred learning. They still perceive the teacher as the only trustworthy source of knowledge. Therefore, mobilizing students more adequately can build a mutual trust and encourage them to construct knowledge among themselves and paves the way effective elimination of student-centeredness.

With regard to the development of instrumental sub-competence, it is essential to train students to make optimal use of translation technologies, in assignments as well as in exams, to maintain consistency in how translational tasks are to be handled. For translator training to be as authentic as possible, students should practice CAT tools as the norm, not the exception. In fact, working online could be looked at as a great opportunity to simulate the practice of freelance translators who rely on tools such as *TRADOS, Omega T, Smartcat* and *Google Translate*. Kornacki (2018), argues that mastering computer-assisted translation (CAT) is one condition for securing a job in the translation market and guaranteeing professional success.

As for time management which seemed to be a great challenge for students in online learning, it would be useful to offer courses on study skills within the core courses of the study plans. Such courses proved to improve academic self-efficacy and effective time management (Wernersbach et al., 2014). A recent empirical study in Jordan revealed that education counselling could not prove its efficiency during the pandemic online learning (AlKhamaiseh, 2021) which calls for genuine institutional efforts in supporting students to adapt to online learning.

Despite the fact that the present study is confined to students at three universities in Jordan, results can be generalized to a certain extent since most of the challenges raised are likely to be shared among similar socio-economic and pedagogical contexts. Future studies can complement the present study by investigating teachers' reflections and their own perception on how drawbacks can be overcome.

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Appendix 1: Is student-centred learning enhanced in translation online education?

Dear student,

Appreciate if you could comment on each of the following statements by expressing your agreement/ disagreement, clarifying why you may agree or disagree.

(P.S. By responding to the following questionnaire, you are giving your consent to participate in this empirical research on student-centred learning. Responses will be kept confidential and anonymous)

* This form will record your name, please fill your name.

1. Teamwork is enhanced in online learning

2. Autonomy and responsibility are enhanced in online learning

3. Time is managed well in online learning

4. Formative Peer review & assessment is enhanced among us in online learning

5. We were encouraged to work on authentic translation projects in online learning

6. There was an absence of teacher-centred learning in online education

7. We were able to reflect on our learning in online education

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