

**” The Translator’s Cognitive Quality Assurance  
Via Distance Learning: Google Classroom platform”**

“ضمان الجودة المعرفية للمتخرج من خلال التعليم عن بعد:

منصة “Google Classroom”

*Rouba Yahia*

روبة يحيى

**Professional e.mail: [nour.2009@yahoo.com](mailto:nour.2009@yahoo.com)**

**Received: 2021-12-08 Accepted: 2024-01-21 Published :30-06-2024**

**Abstract:** It’s worth noting that technology can never replace great and skilful teachers, but the new information and communication technologies in the hands of teachers can make the difference and be transformational. We firmly believe in the wonder of technology in shaping people’s lives, namely in times of crises that’s why we suggest Google Classroom as a great tool for teachers of translation and interpreting and also a useful pulpit for teachers worldwide.

We really feel enthusiastic to the idea of implementing Google Classroom in teaching translation and interpreting because we have already launched the idea within the twenty-seven high schools of the district of Béchar that we are in charge of after it proved very successful with a pioneer school where we got significant results.

**Keywords:** The translator, quality assurance, distance learning, CPD, Google Classroom.

المستخلص باللغة العربية

## ” The Translator’s Cognitive Quality Assurance Via Distance Learning: Google Classroom platform”

حاولت هذه الورقة البحثية الإجابة عن بعض التساؤلات التي واكبت هذا الوباء: كيف يمكن المحافظة على النسق التصاعدي لتكوين المترجم في ظل المستجدات الحالية؟ وكيف لأساتذة الترجمة أن يتواصلوا مع طلابهم في ظلّ الجائحة التي حطّت رحالها في بقاع الدنيا فكانت ضيفا ثقيلا ظلّ على ساكنيها وأجبرت الناس على الإقامة الجبرية في بيوتهم واضطرت كلّ المؤسسات التربوية بما في ذلك الجامعات لإغلاق أبوابها ردحا من الزمن غير يسير؟ وفي محاولة للإجابة على هذه الأسئلة وغيرها نقترح على الجامعة الجزائرية ومعاهد الترجمة على وجه الخصوص منصّة Google Classroom وهو منتج يوفّر كل ما يحتاجه الأستاذ من أدوات لإدارة العملية التعليمية التعلّميّة ويتيح له إدارة صفوف دراسية متعدّدة بكل سهولة والتواصل مع الأقسام الافتراضية التي أنشأها. ولعلّ ما حقّزنا على تقديم هذا المقترح هو النجاح والتوفيق الذي لقيته هذه التجربة في بعض المدارس الثانوية على مستوى مقاطعة بشار التي نشرف عليها بالجنوب الغربي للجزائر والفضل في ذلك يعود إلى اجتهاد الأساتذة وخاصة الأستاذ 'كشيش بلال' الذي أخذته كعينة متميّزة لهذا المشروع الطموح.

الكلمات المفتاحية: المترجم، ضمان الجودة، التعليم عن بعد، التطوير المهني المستمر، منصة قوقل كلاسروم

Author : Rouba Yahia, [nour.2009@yahoo.com](mailto:nour.2009@yahoo.com)

### 1. Introduction :

One of the words of the year 2021 is certainly the word “unprecedented”. In fact, the three last years are without precedent, as they have not been experienced before not only in Algeria but in the whole universe as well. The Covid 19 pandemic has ravaged everything in its way, killing thousands and thousands of people and causing countless of harmful effects. This one-eyed monster has affected every hook and corner of people’s daily lives as everything is terribly slowing down. Due to the spread of the damned invisible virus, a large number of people are either

killed or sick. Thus, countries are banning all kinds of gatherings and imposing unbearable measures such as locking the populations in order to lessen the dreadful danger of the disease.

Other unwelcomed guests are the wildfires tearing through northern Algeria killing around 65 people, among them are 28 soldiers who were deployed to rescue the citizens and help the firefighters in the mountainous areas of Tizi Ouzou. The flames spread blindly to other 17 towns notably Bejaia, Annaba, Jijel, Souk Eghras, Taref and other states of the country fanned by strong winds and tinder-dry conditions. Many residents left their homes to other remote villages. The Algerian president has declared a national mourning of three days for the victims.

These unprecedented calamities have not only posed threats to homes and lives, but to the schools and universities which were temporarily shut causing a kind of rupture in the students' education and brought a halt to face –to-face learning. So, how can we help students get back on their feet again stronger than before? How can we build bridges of communication between schools and families, teachers and learners ensuring very effective distance learning to shorten the gaps and contribute to the ongoing instruction of our dear students?

This shift from in-person learning to remote learning requires great efforts from teachers to use their ICT competencies to design future emergency strategies in the kingdom of education. They should be able to use technology and deliver learning virtually, meaning that they ought to learn how to use the ICT, and then use the ICT to learn.

Our paper research comes to shed light on the possible implementation of Google Classroom as a technological tool and learning platform that can help students of translation keep their continuing professional and cognitive development. We suggest that the department of translation benefits from this asynchronous means of communication and online collaboration that go paperless. It provides very easy and quick access not only for the things that teachers may virtually provide for future

## **” The Translator’s Cognitive Quality Assurance Via Distance Learning: Google Classroom platform”**

translators, but also for the wonderful facilities that can be accessed through Google Classroom offering them the golden opportunity to bloom in a digital space.

### **2. Who is the translator?**

If you ask ordinary people to describe the ‘translator’, they will merely say that he is nothing more than the one whose name appears on the translated text or on the cover of any translated work. Others may assume that a translator should possess two languages or more and can produce good translations. As a matter fact, being bilingual is not smart enough to let anyone claim he is a translator and as the quote goes:” Knowing two languages doesn’t make you a translator any more than having ten fingers makes you a pianist”. Or, as Jack Leeth puts it “ La plupart des gens s’imaginent qu’il suffit d’être bilingue pour être interprète. Cela revient à dire que si vous avez deux mains, vous êtes pianiste de concert (Delisle, 2017, p. 27) ”. Collins dictionary defines the translator as ‘A person whose job is translating writing or speech from one language to another’. I personally believe the real value of the translator goes beyond the borders of this dictionary definition because his primary and elementary role is to remove any communication obstacles by bridging cultural gaps between people and nations “Training translators is an important task which should be given a high priority. The service that translators render to enhance cultures and nurture languages has been significant throughout history. Translators are the agents for transferring messages from one language to another, while preserving the underlying cultural and discorsal ideas and values” (Azabdaftari, 1997). Moreover, he is the enclosed walkway that connects the two banks within different cultures, religions, customs and

traditions. Furthermore, Isaac Bashevis Singer<sup>1</sup> holds the view that a good translator must be both a sage and a fool (Singer, 2021)

"The translator must be a great editor, a psychologist, a judge of human taste; if not, his translation will be a nightmare. But why should a man with such rare qualities become a translator? Why shouldn't he be a writer himself, or be engaged in a business where diligent work and high intelligence are well paid? A good translator must be both a sage and a fool. And where do you get such strange combinations?"

Isaac Bashevis Singer

### **3. The Translator's Quality Assurance?**

In light of the current translation research and studies, Translation Quality Assurance focuses on three specific elements: Translation as a final product, the reviewing process and the clients as the target audience. So, what about the qualities of the translator as a core element in any good translation? What are the qualifications a professional translator should acquire to guarantee?

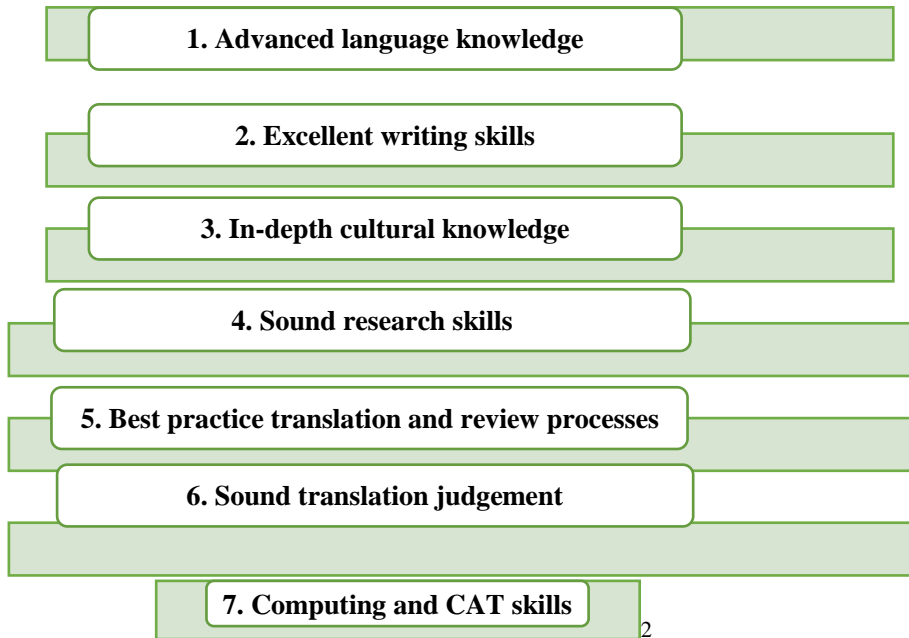
According to the Pacific International Translations which is a professional translation company there are 7 core essential competency translation skills and 8 key personal qualities that novice translators should acquire to bloom as great and professional translators: (Translations, 2021)

---

<sup>1</sup> Isaac Bashevis Singer (Yiddish: November 11, 1903 – July 24, 1991) was a Polish-born Jewish-American writer who wrote and published first in Yiddish and later translated himself into English with the help of editors and collaborators

## ” The Translator’s Cognitive Quality Assurance Via Distance Learning: Google Classroom platform”

### 3.1 Basic Cognitive Translator Skills:



First and foremost, in the kingdom of translation the translator or interpreter cannot transfer a text from one language to another unless he understands it otherwise there is a risk of misinterpretation. This understanding requires the mastery of both languages source and target. Then, he should also be able to write accurately across different texts and styles within the two languages. He needs to be an excellent writer, a wordsmith. Next, a translator had better grasp the culturally specific aspects in both banks such as traditions, cultures and religions. After that, he ought to refine his translation research skills as well as the interrelated disciplines

---

<sup>2</sup> CAT : Computer-Assisted Translation tool is a process which includes the use of software to aid individuals in translating

such as linguistics, psycholinguistics, stylistics, cognitive psychology, philosophy, comparative literature and culture studies as Jeremy Munday stated:” For us, translation studies would itself be the Phoenician trader among longer-established disciplines” (Munday, 2012).Moreover, a competent translator is not afraid to take the right translation decision and make the adequate choice when necessary. Furthermore, he should have a command of the basic Microsoft programs namely: word, excel, google docs, google sheets and google slides. At last, a successful translator must acquire the relevant competencies to pave the way to a professional translation career.

### 3.2 Personal Translator Qualities:



3

There are some spices that can shape the traits of a great translator. First up, sometimes small details can make the difference. That's why a translator should be attentive to every single word he uses when translating to get an accurate translation. Secondly, he also has to organise his work and respect his clients' deadlines because it's a matter of trust. Thirdly, he should dig deeper to get the best of himself because his vision and self-willingness are the most powerful elements to reach his goals. Fourthly, to respect rules of ethics such as respect, honesty and integrity are other primordial elements that contribute to make a successful translator. Finally,

---

<sup>3</sup> Our personal Smart Art design

## **” The Translator’s Cognitive Quality Assurance Via Distance Learning: Google Classroom platform”**

a talented translator is a perfectionist person who is permanently proud of the quality of work he is performing.

Simply put, we can conclude that being a professional translator is not a matter of owning two languages and some bilingual dictionaries, it is a long story and a life-lasting process. Translators need time to grow and flourish. They also need to keep up with the very fast changes the world is witnessing today and every day

### **3.3 Continuing Professional Development (CPD) for Translators:**

**Continuing Professional Development (CPD) is the systematic maintenance, improvement and broadening of knowledge and skills. It also encourages the development of personal qualities necessary for the execution of professional duties throughout a translator’s working life CITATION For21 \I 1036 (Tongues, 2021).**

As far as CPD is concerned, translators need a permanent refinement and a continuous renewal of the above-mentioned skills. They ought to keep up-to-date their existing knowledges and benefit from the new technologies that are evolving day after day as Jayne Fox<sup>4</sup> explains, “If we want to stay ahead of the machines and build successful careers as translators, it’s essential that we keep developing our skills. Lifelong learning is recognised as being fundamental to professional competence in all fields, and translation is no exception” (Fox, 2018). Translators should

---

<sup>4</sup> Jayne Fox is a German-English translator specialising in corporate communications for sci-tech and health care. She works with German and Swiss organisations to help them communicate effectively with international audiences.



not stop reading and writing to grow as professionals, Susan Bassnet<sup>5</sup> argues “I would argue that just as I think translators have got to be expert readers, so translators have also got to be very good writers because what they're doing is rewriting; and there's no way of getting around the fact that translation is rewriting. And sometimes the rewriting is fairly minimal, sometimes it's enormous, it can be a complete sort of reshaping and rethinking of the work” (Bassnett, 2021).

#### **4. Distance learning and distance education:**

It is obvious that the new unwelcomed comer covid-19 pandemic has caused major disruption to education with full or partial school closures all over the world. This frightening threat situation has forced millions of learners and teachers to shift to remote learning and online schooling to keep Covid-safe. So, what do we mean by distance learning and distance education?

As its name clearly shows, distance learning does not necessarily require the physical presence of both learners and teachers. This type of education is also referred to as **remote learning**, **e.learning**, **online Learning**, **digital learning** and **distance education**, though they do not all provide the same meaning.

Merriam-Webster dictionary proposes the following definition for distance learning:

---

<sup>5</sup> Susan Bassnett is Professor of Comparative Literature in the Centre for Translation and Comparative Cultural Studies at the University of Warwick

## ” The Translator’s Cognitive Quality Assurance Via Distance Learning: Google Classroom platform”



**"A method of study where teachers and students do not meet in a classroom but use the internet, e-mail, mail, etc., to have classes."**

Merriam-Webster dictionary

(Defining Distance Learning, 2020)

Hilary Perraton proposed in 1982 a definition for distance education as ‘*an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner*’ (Perraton, 2000)

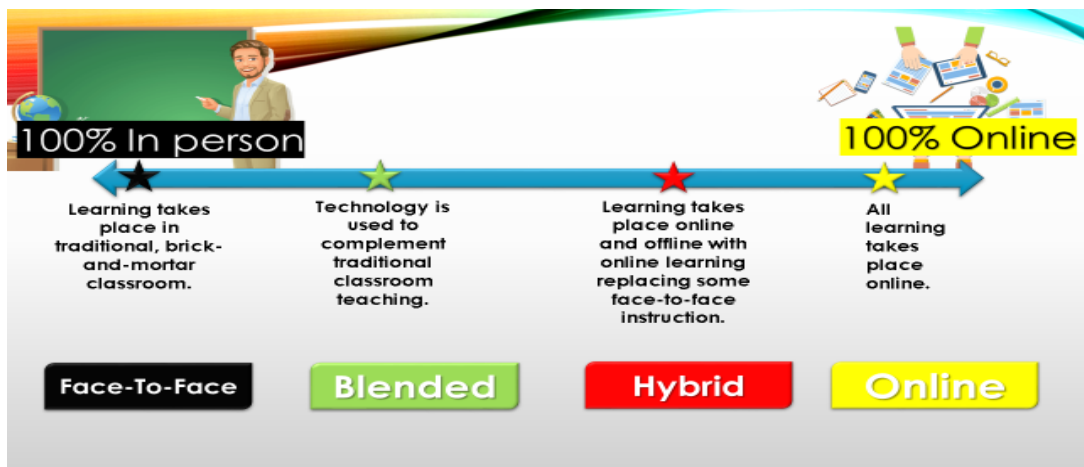
### **4.1 Distance learning vs. online learning:**

Many people confuse the meaning of both concepts, i.e. distance and online learning. They may use them interchangeably without being aware of the differences that separate them, “There's a difference between eLearning and distance learning. E.Learning is a style of learning, while distance learning is a method of attending class even if you can't be there physically” (Berg, 2018). Thiana Pretorius (Pretorius, 2020) mentioned some critical factors determining the main differences between both of them:

- a. **Differences in Location:** It simply means that the learners and their teachers can be in the same location such as classrooms working on their digital courses. Tutor James Anderson at State of Writing says, "We use eLearning in order to connect with our students. They can connect with us online, and we can work with them to improve their

writing skills" (Berg, 2018). By contrast, in distance learning students stay at home doing their work that is going to be checked and evaluated by their teachers but online. It is used as a tried and true method of teaching among others.

- b. **Differences in Interaction:** Meaning that online learning requires in-person learners'/teachers' interaction. On the contrary, distance learning does not necessarily involve in-person learners' / teachers' interaction, but they obviously need digital forms of communication.
- c. **Differences in purpose:** E.learning is used among other teaching methods for variety is the spice of teaching and learning as well while distance learning is a method for delivering instruction solely online, not as a variation in the teaching style. I can also add another important overlap that is:
- d. **Differences in Timing:** In distance learning, students who have other jobs or personal activities are free to choose their learning schedule according to their free time and learning speed.



6

<sup>6</sup> <https://www.slideshare.net/KechichB/blended-learning-250806785>

## ” The Translator’s Cognitive Quality Assurance Via Distance Learning: Google Classroom platform”

### 4.2 Synchronous vs. Asynchronous

- a. **Synchronous learning:** It is a type of online learning where both teachers and students from different areas join at the same time. They can join using some applications such as Zoom and Google Meet.
- b. **Asynchronous learning:** Contrary to synchronous learning, it is not a live education and it is not happening at the same time. Students are given tasks that they have to complete by themselves the time that fits them well. One of the practical tools teachers and learners can use is Google Classroom platform. Here is a table gathering the core differences: (Priscila, 2021)

<b>Synchronous learning</b>	<b>Asynchronous learning</b>
Traditional classroom	Recorded class
Instant messaging	E-mail
Immediate feedback from instructor and peers	Sending a question and waiting for an answer
Phone call	Recorded voice message
In-person training	Online training courses (without live video)
Live webinar	Recorded webinar
Group-paced	Self-paced
Same time	Different times

As mentioned before, the translator had better expect the unexpected and prepare himself for the new changes of the world. According to Shahvali, (Razmjou, 2021) “theoretical knowledge and practical skills alone are not adequate to prepare students to face the developments in the field. There is a need for the ability to adapt; therefore, it is necessary to focus on

students' self-updating and to develop their relevant mental, communicative, and planning skills". Based on the foregoing, one of the asynchronous tools we suggest today as an alternative to classical learning is the Google Classroom platform that is a learning management system (LMS).

After some thought, it has become clear that Google classroom has proven to be an effective and beneficial tool to use in teaching translation and interpreting because we have already launched the idea within the twenty-seven high schools of the district of Béchar and it proved very successful in the light of the results we got.

### **5. Steps to sign to Google classroom:**

The first important thing you need to sign into Google Classroom is a good internet connexion, then follow the next steps (Classroom, 2021):

1. Go to [classroom.google.com](https://classroom.google.com) and click Go to Classroom.
2. Enter the email address for your classroom account and click Next.
3. Enter your password and click Next.
4. If there is a welcome message, review it and click Accept.
5. If you are using a Google Workspace for Education account, click I'm A Student or I'm A Teacher.
6. Click Get Started.
7. If you are a teacher, you can create a class. If you are a student, you can join a class.

NB: You can sign using your personal Google account, your school account or the Google Workspace account set by your organization's admin.

## **” The Translator’s Cognitive Quality Assurance Via Distance Learning: Google Classroom platform”**

### **6. Case study:**

#### **6.1 Rational and goals behind the study:**

Due to various reasons, such as the world's health emergency caused by the COVID-19 pandemic, blended learning and online learning are attracting the attention of researchers worldwide. The success of this learning depends on the practicability of the online platform used for this learning. One such platform is Google Classroom. The purpose of this study was to examine the success of Google Classroom in supporting learners of higher education and namely in translation institutes.

#### **6.2 Research question:**

How can Google classroom help learners of translation institutes keep learning even in emergency times?

#### **6.3 Research Methodology:**

For the purpose of this study, we chose the district of Beni Ounif, a hundred km far from Béchar, to carry out our research over the academic years: 2020-2021 and 2021-2022. The aim was to show how fruitful was the experience of implementing Google Classroom as an alternative to in-person learning. As for our final objective, we tried to duplicate the idea from high schools to higher education, particularly in translation institutes.

#### **6.4 Context and participants:**

The teacher we selected was not only a very brilliant teacher of English, but well qualified in computing science as well. He was the only teacher who volunteered to use this free blended learning platform. The

classes who were offered this golden opportunity were of different streams as it is mentioned below:

**Table 1: Classes and number of learners 2020-2021**

<b>School year</b>	<b>Classes &amp; streams</b>	<b>Number of learners</b>
2020-2021	Third year scientific 1 (S)	09 learners
2020-2021	Third year scientific 2 (S)	11 learners
2020-2021	Third year Literary & Philosophy (LPH)	09 learners
2020-2021	Third year Foreign Languages (FL)	07 learners

**Table2: Classes and number of learners 2021-2022**

<b>School year</b>	<b>Classes &amp; streams</b>	<b>Number of learners</b>
2021-2022	Third year scientific 1	06 learners
2021-2022	Third year scientific 2	05 learners
2021-2022	Third year Literary & Philosophy 1	04 learners
2021-2022	Third year Literary & Philosophy 2	06 learners
2021-2022	Third year Foreign Languages	14 learners

## **7. Results:**

**” The Translator’s Cognitive Quality Assurance  
Via Distance Learning: Google Classroom platform”**

Here are the data gathered including the number of

**Table 3: Number of pupils who passed / success rate**

<b>Year</b>	<b>Stream</b>	<b>Class</b>	<b>Number_of_students</b>	<b>Passed</b>	<b>Success_rate %</b>
2020-2021	S	1	9	7	77.78
2020-2021	S	2	11	9	81.82
2020-2021	LPH	1	9	8	88.89
2020-2021	LE	1	7	5	71.43
2021-2022	S	1	6	5	83.33
2021-2022	S	2	5	5	100
2021-2022	LPH	1	4	3	75
2021-2022	LPH	2	6	4	66.67
2021-2022	FL	1	14	9	64.29

**Table 5: Success rate according to streams**

<b>Stream</b>	<b>Number_of_students</b>	<b>Passed</b>	<b>success_rate %</b>
FL	21	14	66.67
LPH	19	15	78.95
S	31	26	83.87

**Table: Total success rate over the two academic years**

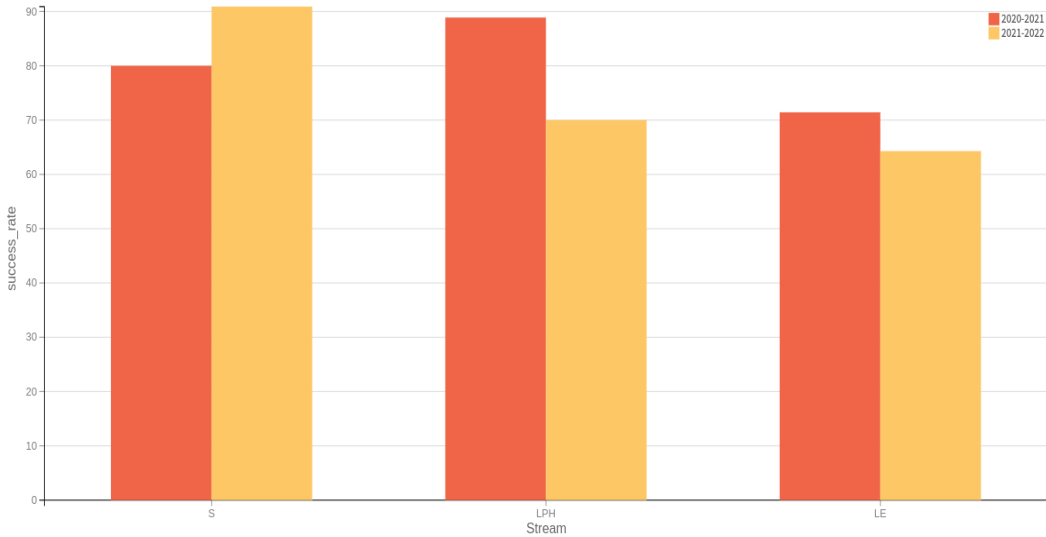
<b>Year</b>	<b>Number_of_students</b>	<b>Passed</b>	<b>Success_rate %</b>
2020-2021	36	29	80.56
2021-2022	35	26	74.29
Total	71	55	77.46

**Fig. 1 Stacked histogram of success rate by stream and year**



## Rouba Yahia

Success rate Stream - Year



### **8. Data analysis:**

#### **8.1 Learners' satisfaction:**

The interviews we had with the teacher and his pupils showed their immense satisfaction with the services provided by the online platform as it encouraged them to work collaboratively. Even the parents could be invited to have an eye on their children' work.

#### **8.2 Work organization:**

The teacher could easily create assignments and give the convenient feedback. He was able to get in touch with his learners through a simple announcement he put online. He could also easily collect the assignments and grade them.

#### **8.3 A bridge of communication:**

## **” The Translator’s Cognitive Quality Assurance Via Distance Learning: Google Classroom platform”**

Google Classroom allowed the learners to communicate and interact with their peers and their teachers as well. It is also a golden opportunity for parents to receive email summaries about any upcoming events.

### **8.4 A path to success:**

The above results clearly show, without a shadow of doubt, that the majority of the learners who were involved in this experience got a positive outcome and were extremely glad with the good results they achieved.

### **8.5 Time and money saving:**

Time is precious and priceless. When the students used the Google Classroom at home, they saved a lot of time and effort. As for the teacher, he managed to share google forms to collect some responses automatically in just a few minutes. Another option with Google Classroom is saving money since it reduces the need for paper in tests, exams

Here is a certificate of merit that we awarded to Mr. Kechich Billal, a teacher trainer in the district of Beni Ounif, for his great efforts to implement Google Classroom as a part of blended learning in his school (Colonel Lotfi).



## **9. Recommendations:**

1. To encourage distance-based learning and teaching in Algeria.
2. To draw the attention of the Ministry of Higher & Scientific Research to the necessity of implementing the new technologies in teaching and learning.
3. To train the teachers as well as the learners to master the use of the online platforms such as Google Classroom.
4. Teachers should encourage their students to engage and use new information & communication technologies for more academic purposes.

## **10. Conclusion:**

After careful consideration, it has become clear that the use of Google Classroom has proven to be a successful and fruitful method of

## **” The Translator’s Cognitive Quality Assurance Via Distance Learning: Google Classroom platform”**

teaching and learning in high school. Given this success, it is worth considering the possibility of implementing Google Classroom, or similar online platforms, at the higher education level, particularly in translation institutes. It is important to remember that today's university students were not long-ago pupils in high school, and may already have some familiarity with this type of technology. Therefore, it makes sense to consider using these tools to facilitate learning in higher education as well.

Additionally, we hope that the adoption of new information technologies for teaching in Algeria is not just a temporary measure implemented during the pandemic, but rather becomes a permanent part of our educational system. By fully embracing and integrating these technologies into our educational system, we can ensure that students and teachers have access to the most effective and up-to-date methods of teaching and learning. In the post-pandemic era, it will be essential for Algeria's education system to be flexible and adaptable, and the use of new technologies can help us achieve this goal.

### **11. Bibliography**

Azabdaftari, B. (1997). *Psychological Analysis of Translation Process*. Iran: Motarjem Journal, Mashhad.

- Bassnett, S. (2021, October 29). *Translation as a career*. Retrieved from OpenLearn: <https://www.open.edu/openlearn/languages/learning-languages/translation-career/content-section-1.4>
- Berg, B. (2018, January 3). *The Differences Between eLearning And Distance Learning*. Retrieved from e.learning Industry: <https://elearningindustry.com/differences-between-elearning-and-distance-learning>
- Classroom, G. (2021, October 30). *Classroom Help*. Retrieved from Google Classroom: <https://support.google.com/edu/classroom/answer/6072460?hl=en&co=GENIE.Platform%3DDesktop&fbclid=IwAR14ghb5Jkn0XdGRPAXGV6GVp-3xne3hDYgxaxSvaxIKSh3-EgLg96Dl43k>
- Defining Distance Learning*. (2020, August 09). Retrieved from view sonic: <https://www.viewsonic.com/library/uncategorized/defining-distance-learning/>
- Delisle, J. (2017). *La traduction en citations Florilège*. Ottawa: Les presses de l'université d'Ottawa.
- Fox, J. (2018, August 28). *Planning your professional development as a translator to help achieve your goals*. Retrieved from Between Translations: <http://foxdocs.biz/BetweenTranslations/planning-professional-development-translator/>
- Munday, J. (2012). *Introducing translation Studies Theories and Applications*. New York: Routledge.
- People, U. O. (2021, October 30). *What is Distance Learning? The Benefits of Studying Remotely*. Retrieved from UoPeople: [https://www.uopeople.edu/blog/what-is-distance-learning/?fbclid=IwAR0DZpzKwE0bFwYGRT7fPf-fuQAYq\\_Eo69pD2N0i8l9VHA2\\_6tcSAh5gTI4](https://www.uopeople.edu/blog/what-is-distance-learning/?fbclid=IwAR0DZpzKwE0bFwYGRT7fPf-fuQAYq_Eo69pD2N0i8l9VHA2_6tcSAh5gTI4)
- Perraton, H. (2000). *Open and Distance Learning in the Developing World*. New York: Routledge.
- Pretorius, T. (2020, December 01). *E-learning VS Distance Learning*. Retrieved from Skilla Academy: [https://www.skillsacademy.co.za/e-learning-vs-distance-learning/?fbclid=IwAR2glDw9D\\_LHm8BqbomTCDrbOPCvadczkSYvhHEe7D-tn\\_Dzh5FRu7rtSMQ](https://www.skillsacademy.co.za/e-learning-vs-distance-learning/?fbclid=IwAR2glDw9D_LHm8BqbomTCDrbOPCvadczkSYvhHEe7D-tn_Dzh5FRu7rtSMQ)
- Priscila, W. b. (2021, September 10). *Synchronous vs. asynchronous learning: what's the difference*. Retrieved from Easy LMS:

**” The Translator’s Cognitive Quality Assurance  
Via Distance Learning: Google Classroom platform”**

<https://www.easy-lms.com/knowledge-center/lms-knowledge-center/synchronous-vs-asynchronous-learning/item10387>

Razmjou, L. (2021, october 28). *To Be a Good Translator*. Retrieved from Translation Journal: <https://translationjournal.net/journal/28edu.htm>

Singer, I. B. (2021, october 28). *Quotes about translation: A good translator must be both a sage and a fool*. Retrieved from ProZ.com: [https://www.proz.com/forum/fun\\_with\\_language/286315-quotes\\_about\\_translation\\_a\\_good\\_translator\\_must\\_be\\_both\\_a\\_sage\\_and\\_a\\_fool.html?print=1](https://www.proz.com/forum/fun_with_language/286315-quotes_about_translation_a_good_translator_must_be_both_a_sage_and_a_fool.html?print=1)

Translations, P. I. (2021, october 29). *The translation skills a professional translator needs*. Retrieved from PACTRANZ: <https://www.pactranz.com/the-translator-skillset/>

Tongues, F. (2021, October 29). *Continuing Professional Development (CPD) for Translators*. Retrieved from Foreign Tongues: <https://www.foreigntongues.co.uk/continuing-professional-development-cpd-translators>