



## *Challenges and Difficulties of Online Translation Teaching at Algerian Universities*

Loucif hala  
University of batna 2, algeria  
H.loucif@univ-batna2.dz

Abstract	Article info
<p><i>This study explores the challenges of online translation teaching in the context of Algerian universities. It aims to identify the difficulties encountered by students and teachers and propose pedagogical optimization paths adapted to the specificities of this discipline. A field survey was conducted among 10 translation teachers from the University of Batna 2, combining quantitative and qualitative data. The analysis of pedagogical practices and perceived obstacles reveals several major challenges, among which are the lack of teacher training in digital technology, the difficulties of accessing computer equipment and the internet for some students, the issue of engagement and motivation at a distance, as well as resistance to change. The results highlight the need for a systemic approach integrating pedagogical, technological, and human dimensions. The hybrid-teaching model, combining presence and distance, is a promising avenue. The study highlights the importance of collective mobilization of teachers and stakeholders to co-construct innovative and sustainable solutions. While this research has certain limitations (small sample size, lack of student perspective), it opens up stimulating perspectives in terms of longitudinal studies and action research to deepen the understanding of the issues and experiment with innovative devices in the service of quality online translation teaching in the Algerian context.</i></p>	<p>Received May 12 ;2024</p> <p>Accepted June 13 ;2024</p> <p><b>Keyword:</b></p> <ul style="list-style-type: none"> <li>✓ distance learning,</li> <li>✓ translation,</li> <li>✓ higher education,</li> <li>✓ pedagogical challenges,</li> <li>✓ pedagogical innovation:</li> </ul>

## 1.Introduction

The concept of distance learning (DL) has a long history dating back to the invention of the postal service and correspondence education. Over time, technological developments have been introduced to facilitate communication and enrich the learning process, culminating in the emergence of Information and Communication Technologies (ICT) in the last two decades. Since the 1990s, ICT has offered almost unlimited access to information and has been integrated as a support for teaching and learning in a virtual environment. It was with the recent health situation we experienced, and in order to prevent the spread of COVID-19, that online education has become an alternative to the closure of schools and universities.

Although online translation teaching is a relatively new field in Algeria, it is constantly evolving. Thanks to ICT, translation, a transversal practice that can be applied to various fields, from literature to technology, including business and politics, can now be taught remotely. However, this transition raises many challenges for both teachers and students.

In this context, our study aims to answer the following question: How can we optimize online translation teaching in Algerian universities, taking into account the difficulties encountered by the participants (teachers/students) and the specificities of this discipline?

To answer this question, we pursue two main objectives. On the one hand, we will seek to study the technical, material, and motivational difficulties encountered by Algerian students in the context of distance translation courses and suggest solutions to remedy them. On the other hand, we will examine the specificities of translation teaching in order to determine the most appropriate pedagogical approaches to develop students' skills in an online learning environment.

Methodologically, we will rely on a field survey conducted among translation teachers at the University of Batna 2. This survey, which combines quantitative and qualitative data, will allow us not only to analyse the pedagogical practices implemented but also to understand better the main obstacles encountered in this type of DL.

## 2.Definitions and Theoretical Context

### 2.1. Distance Learning

Unlike traditional teaching methods where learners are face-to-face with the teacher in the same place and at the same time (simultaneous teaching), DL does not involve the physical presence of the participants in the course (teachers and/or learners) in the places where it is received. Thus, DL would be “an educational practice favoring a learning approach that brings knowledge closer to the learner” (Deschênes & Maltais, 2006, p. 16) but separates them from the teacher in time and space, creating two different ways of communicating: synchronous communication

(in real-time) and asynchronous communication (delayed time).

The beginning of DL corresponds to an ancient phenomenon that dates back to the appearance of the postage stamp in 1840. Thanks to this innovation, Isaac Pittman was able to send accounting courses by correspondence to British merchants in England (Blandin, 1999, p. 7). Initiatives in favour of DL multiplied from the second half of the 19th century, but they remained essentially correspondence courses.

DL then experienced dramatic growth during the 20th century, adapting in turn to radio, television, and finally, information technologies (IT) (Forget-Dubois, 2020, p. 19) to open up in the 21st century to new technologies (particularly the Internet) that have considerably modified the form, availability, and offer of DL. DL is no longer a complement to the traditional curriculum; it is now an essential element of education and society in general (Bozkurt et al., 2020).

We end up realizing that throughout history, DL has undergone the pressure of technological developments and changes in training needs so that what has long been called "correspondence courses" has developed to become DL, then Open and DL (ODL), to finally establish itself on the Internet and become "e-learning". For Glikman, these "Different terms often cover similar realities" (Glikman, 2002, p. 45), and the only constant remains the notion of distance in education.

*... the history of learning processes is a history of infinite violence, psychological and physical, perpetrated by teachers on learners, even if in certain periods of the past an awareness has emerged of the role that autonomy plays in learning. (Barbot & Camatarri, 1999, p. 12)*

## 2.2. Learner Autonomy

Charles A. Wedemeyer, a pioneer in the field, is the author of the first empirical studies on this form of learning (Diehl, 2012). In his definition of DL, Wedemeyer advocated a learner-centred pedagogy and affirmed the learner's autonomy. The learner, an adult, should then develop their autonomy, become more independent, and take a large part of the responsibility for their learning, which would offer the teacher more time to devote to other pedagogical activities. That being said, Glikman (2002) insists on the importance of not confusing learner autonomy with self-directed learning, where the learner uses resources to learn "outside of any formal educational system [...] and without the intervention of an established educational agent" (Carré, 2005, p. 81).

Hence, the concept of accessibility is important, as it proposes learning/teaching situations that take into account the individual constraints of each learner. That is to say, spatial, temporal, technological, psychosocial, and socioeconomic distances (Jacquinot, 1993). It is also used in both distance and face-to-face teaching to carry out certain parts of a course or learning activity (texts or documents,

instructions, assignments to be submitted, tests, forums, or email exchanges and so forth). Thus, the use of these technologies makes the student more autonomous, facilitates communication between participants, and increases accessibility to documents and current events.

### 2.3. Online Translation

Moore (Moore & Diel, 2018, p. 39) emphasizes the importance of three essential elements for virtual teaching: 1) Structure, 2) Dialogue, and 3) Autonomy. Understanding these elements would help reduce the communication gap between participants and facilitate collaboration in an online course. Moreover, to develop students' translation skills, it is necessary to establish a strategy that varies between theoretical learning, practical application of knowledge, and constantly providing feedback and comments (Garrison et al., 2000) cited by (Jézégou, 2019).

The first challenge is to create an environment where students can interact, either with each other or with their teacher. Garrison (2013) highlights the extent of presence in distance education, which comes in three forms: *Socio-affective*, which allows the learner to be socially invested, to communicate relevantly with the group, and to develop interpersonal relationships. *Cognitive*, where the student constructs meaning through dialogue and exchanges between participants. Moreover, *pedagogical*, which, according to (Jézégou, 2010), "results from the social interactions that the trainer maintains remotely

with the learners to support cognitive and socio-affective presences. These interactions consist of promoting transactions between learners while contributing to a socio-affective climate based on the symmetry of the social relationship and on amenity, within a digital communication space." The presence of the teacher, even in an online course, is essential in designing an environment where learners are encouraged and motivated to achieve meaningful learning objectives, in our case, acquiring the required skills in translation.

In an online translation course, the teacher will have to adapt learning activities, assign tasks, and provide instructions that will contribute, on the one hand, to facilitating cognitive presence and, on the other hand, to eliciting interactions and maintaining learner motivation. Learning translation requires a cognitive presence that reflects a high level of reasoning (Angelone & Shreve, 2010). This reasoning aims to help learners develop their critical thinking skills in order to re-express meaning in different languages.

Krathwohl (Anderson & Krathwohl, 2001) revised Bloom's taxonomy (Bloom & Krathwohl, 1956) to make it more efficient for determining levels of cognitive learning. This revised version is presented as follows:

**Figure 01: Bloom's Taxonomy Revised by (Krathwohl, 2002)**

By transposing the taxonomy revised by Krathwohl (2001) to the field of translation teaching, it is possible to illustrate it through the following synoptic table:

Level	Examples of Possible Actions
Create	<i>Produce</i> appropriate solutions in translation
Evaluate	<i>Choose</i> among the possible options
Analyze	<i>Examine</i> options and risks : equivalence, style, context
Apply	<i>Implement</i> translation strategies and prior knowledge
Understand	<i>Identify, interpret</i> and <i>deduce</i> the meaning
Remember	<i>Recreate</i> the meaning using the acquired language skills

**Table 01: Bloom's Taxonomy in a Translation Course**

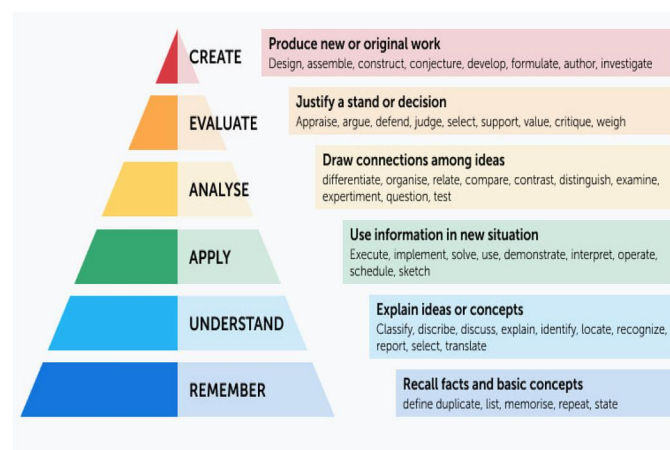
**3. Field Investigation**

**3.1. Contextual Elements of the Empirical Study**

Interest has often been given to the technological aspect of DL (software, applications, among others) rather than the pedagogical aspects of training and the theoretical models underlying the use of these technologies (Ross et al., 1992). Indeed, even if DL is technologically accessible, it is essential to offer personalized and diversified pedagogy in order to help learners "express themselves, negotiate, or resolve socio-cognitive conflicts" (Charlier, 2000, p. 84).

In a translation course in particular, the teacher will have to facilitate exchanges between participants and encourage them to find appropriate solutions among the multiple possible interpretations, to express their

opinions, and to justify their decisions through the translation strategies and theoretical knowledge acquired throughout their training. Collaborative work among participants should, therefore, receive as much attention as technical aspects; it is not enough to simply provide access to information; it is also



necessary to ensure that it is done under conditions that meet the needs of learners and ensure the quality and success of online translation teaching.

We will highlight in this study the importance of the teacher's pedagogical presence in an online translation course and the extent to which it represents a challenge for the development of interactions, engagement, and motivation of participants. We will also discuss the creation of an accessible educational system to ensure the relevance and quality of DL in translation at Algerian universities.

**3.2. Method and Results**

To accurately understand the challenges of DL in translation within Algerian universities, a questionnaire survey was conducted among translation teachers at the University of Batna 2. The objective of this investigation was to

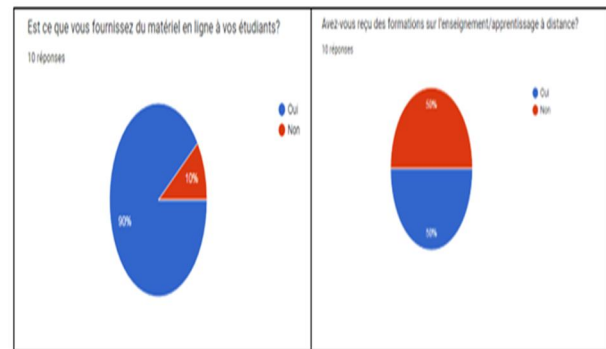


identify the conditions under which online translation courses are conducted following the lockdown period, during which teachers were required to ensure pedagogical continuity through digital platforms, both for fully online courses and for hybrid courses.

The questionnaire, consisting of 20 items, focuses on several key aspects: the different technologies used, the material and physical conditions of DL, the notion of quality, as well as the main obstacles to learning translation online in the Algerian university context. The survey was distributed to all translation teachers in the translation department of the University of Batna 2 via their professional email addresses. Out of 19 teachers, (a number provided by the administration at the beginning of 2023), 10 responses were collected, which represents a relatively representative sample of 52.63%. It should be noted that, given the uncertainty surrounding the lack of response from a portion of the target population, this study cannot claim to be exhaustive. Nevertheless, it offers a pertinent description of pedagogical practices in online translation teaching, thus allowing for a better understanding of the main current challenges of DL in this field. Based on these elements, this research aims to formulate recommendations intended to optimize the support of students towards success and to implement a learning environment adapted to their specific needs.

#### 4. Analysis of Survey Results

#### 4.1. Availability of Online Courses and Training of Translation Teachers



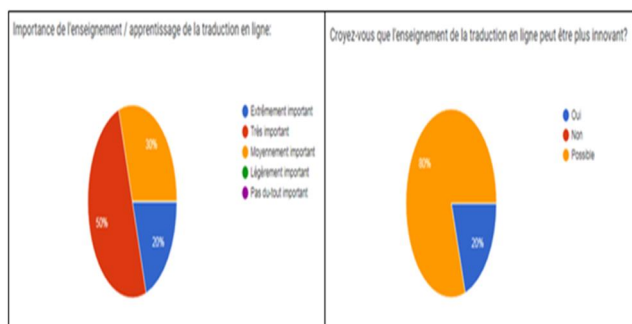
The survey results reveal that 90% of translation teachers at the University of Batna 2 provide their students with online educational resources, demonstrating their willingness to adapt their practices to the context of DL. However, this digital transition faces a major obstacle: the need for teacher training. Indeed, 50% of respondents report needing more specific training in online teaching or accelerated training provided by their institution.

This lack of in-depth training constitutes a hindrance to the pedagogical effectiveness of distance translation courses. It highlights one of the central challenges identified in our problem statement: the need to strengthen teachers' skills to ensure the quality of online teaching. Some initiatives, such as that of the University of Batna 2, which trains its new teachers in the pedagogical use of digital tools, align with our recommendation to better support the transition to DL. However, these efforts remain insufficient and late, with most universities not having anticipated these training needs before 2022.

These results underscore the importance of intensifying professional development actions for translation teachers so that they can acquire the pedagogical and technical skills necessary to lead quality online courses. This is an essential lever for overcoming the difficulties encountered by students in this type of teaching and for adapting pedagogical approaches to the specificities of translation training in accordance with the objectives of our study.

Thus, beyond the observation of the growing use of online resources, these data highlight the need for greater investment in teacher training, a sine qua non-condition for ensuring the effectiveness and relevance of distance translation teaching in the Algerian university context.

#### 4.2. Importance of Online Translation Teaching



The data from the graphs highlight teachers' positive perception of the importance of online translation teaching and learning. This almost unanimous recognition (96% of respondents considering this aspect as important to varying degrees) demonstrates the need to develop pedagogical approaches adapted to this mode of teaching in order to meet the expectations

and needs of the teachers concerned. This observation aligns with our objective of identifying the most relevant approaches to foster the acquisition of translation skills in an online learning environment.

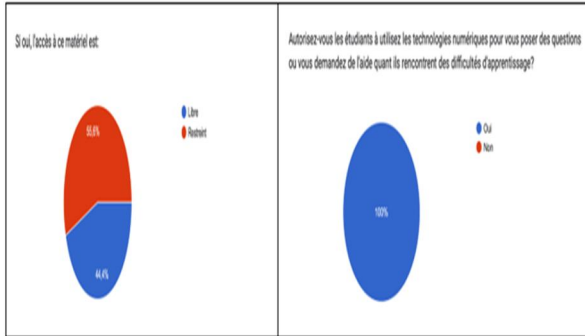
Moreover, a significant majority of respondents (69%) believe that online translation teaching offers opportunities for pedagogical innovation. This positive perception suggests that teachers are open to experimenting with new methods and tools to energize their courses and stimulate student engagement. This opens up interesting perspectives for the development of innovative pedagogical practices in line with the specificities of translation training and the possibilities offered by digital technologies.

However, it should be noted that some respondents (20%) express reservations about the potential for innovation in online teaching. This more nuanced position may reflect the difficulties encountered by some teachers in the transition to DL, particularly in terms of mastering technological tools or adapting their pedagogical practices. These results underscore the importance of our objective to identify the obstacles faced by teachers and to find solutions to them in order to create an environment conducive to pedagogical innovation.

These data confirm the relevance of our research, highlighting the important issue of online translation teaching and the need to support teachers in the evolution of their pedagogical practices. They invite a deeper

analysis of the conditions favourable to innovation and the effectiveness of online teaching while taking into account the specific challenges encountered by field actors in the Algerian university context.

#### 4.3. Availability of Online Courses/Teachers



The presented data highlights teachers' commitment to providing online educational resources to their students despite their lack of specific training in this area. This willingness to adapt demonstrates their awareness of the challenges of distance education and their determination to meet the needs of learners in an online learning context. These results align with our objective of analysing the pedagogical practices implemented by translation teachers in the digital environment. However, it should be noted that more than half of the teachers (55.6%) restrict access to online resources, probably for administrative reasons. While institutional constraints can explain this limitation, it nevertheless raises the question of equitable access to educational materials, which is a major issue in ensuring equal opportunities in online learning. This issue echoes our objective of studying the difficulties encountered by students in the

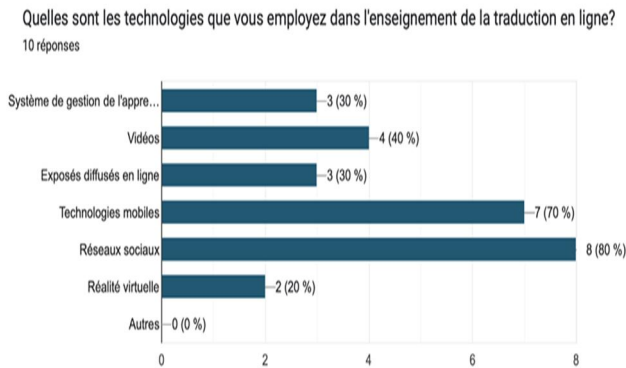
context of distance translation courses and proposing solutions to remedy them.

At the same time, it is interesting to note that all teachers allow students to use digital technologies to seek their help or ask questions. This openness to interaction via digital tools shows that teachers are aware of the importance of maintaining a pedagogical link with their students despite the distance. This observation aligns with our reflection on the pedagogical approaches that are favoured to promote the development of learners' skills in an online learning environment.

These results highlight the need to strengthen teacher training in the specificities of online teaching so that they can fully exploit the potential of digital tools in the service of their pedagogical practice. They also invite further reflection on the conditions for equitable access to online educational resources to ensure a quality learning experience for all students. These lines of analysis are part of the perspective of our research objectives, which aim to identify the challenges of online translation teaching and to formulate recommendations to optimize its effectiveness in the Algerian university context.



#### 4.4. Types of Resources Used by Online Translation Teachers



The presented data highlights the predominance of social networks (80%) and mobile technologies (70%) in online translation teaching. This finding can be explained by the accessibility and ease of use of these tools, which promote interaction and communication between teachers and students. This observation aligns with our objective of examining the most appropriate pedagogical approaches for developing learners' skills in an online learning environment.

However, it is surprising to note that only 30% of respondents were using learning management systems (LMS) such as Moodle at the time of the survey in March 2023. A lack of training or familiarity of teachers with these platforms may explain this low adoption rate. This situation highlights one of the major challenges identified in our problem statement: the need to strengthen the technological and pedagogical skills of teachers to optimize the effectiveness of DL.

It is encouraging to note that the use of Moodle has significantly increased since the survey.

This evolution demonstrates a growing

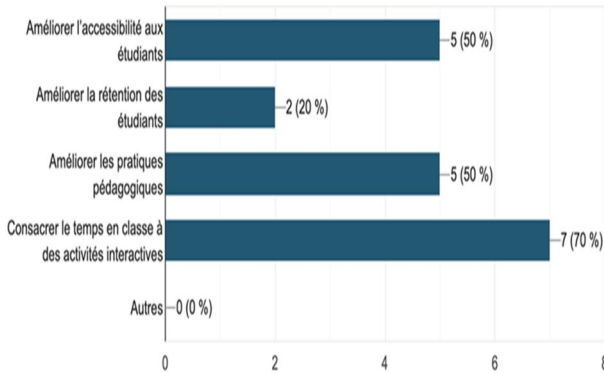
awareness of the advantages offered by LMS, which provide a structured, secure learning environment conducive to the delivery of online courses. This trend aligns with our recommendation to promote the adoption of digital tools adapted to the specificities of distance translation teaching.

These results underscore the need to support teachers in acquiring technological and pedagogical skills specific to online teaching. This is an essential lever for overcoming the difficulties encountered by students in this type of teaching and for creating a learning environment conducive to the development of their translation skills. The challenge is to take advantage of the potential offered by digital tools while integrating them in a relevant way into a pedagogical approach adapted to the needs of learners and the specificities of the discipline.

This analysis highlights the importance of continuous teacher training and the exploration of new pedagogical avenues to maximize the learning opportunities offered by online translation teaching in the Algerian university context. These reflections fully align with the perspective of our research objectives, which aim to identify the challenges and levers of action to optimize the effectiveness of this teaching modality.

#### 4.5. Objectives of Online Translation Teaching

Les objectifs principaux de l'enseignement de la traduction en ligne:  
10 réponses



The data provided highlights the significant adoption of online teaching in the field of translation, with 70% of teachers using it to free up class time for interactive activities. This observation underlines the relevance of our objective to examine the most appropriate pedagogical approaches for developing students' skills in an online learning environment. It demonstrates the willingness of teachers to create a framework conducive to the engagement and active participation of learners.

Given the multidimensional nature of translation teaching, which requires a balance between theoretical and practical aspects, it is interesting to note that 50% of teachers use digital technologies to enrich their pedagogical practices and improve the accessibility of resources for students. This approach aligns with our objective of studying potential solutions to the difficulties encountered by learners in the context of distance translation

courses. By providing complementary online resources, teachers facilitate the acquisition of key translation concepts and techniques.

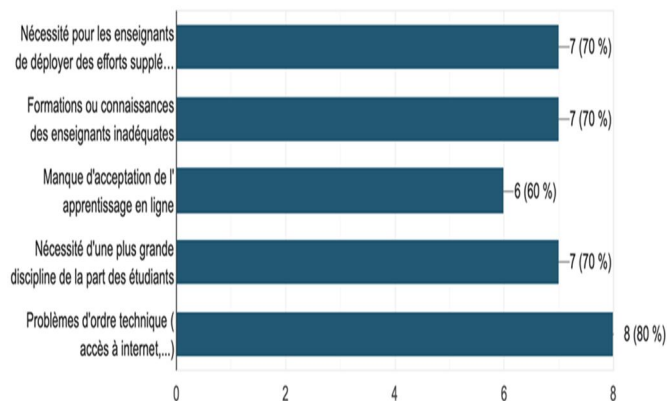
The integration of these technological tools presents multiple advantages: it simplifies access to documents, enhances teacher availability, and stimulates communication between teachers. These technologies can also serve as a support for presenting different elements of the course (instructions, texts to be translated, learning activities), thus offering greater pedagogical flexibility. However, to ensure an effective application of the methods studied, it is essential to provide a practical framework that allows students to identify and solve specific translation problems related to language, syntax, and culture.

These results highlight the crucial importance of reasoned integration of technologies in online translation teaching. They emphasize the need for continuous teacher training to optimize the use of these tools to improve teaching and learning processes. This analysis confirms the relevance of our research objectives, which aim to identify the most appropriate pedagogical approaches and solutions to the difficulties encountered in order to foster the development of student's skills in this online learning context.

#### 4.6. Main Difficulties of Online Translation Teaching/Learning

Quelles sont selon vous les barrières à l'apprentissage de la traduction en ligne?

10 réponses



The presented results highlight several major challenges faced by teachers and students in the context of online translation teaching, thus aligning with our research objectives.

First, the need for adequate equipment (computers, tablets) hinders some students' participation in online programs. This situation raises the issue of accessibility and equity in distance education and invites teachers to adapt their pedagogical activities accordingly. This observation aligns with our objective to study the material difficulties encountered by Algerian students in online translation courses and to propose solutions to remedy them.

Moreover, 70% of teachers consider their lack of training and the need to provide additional effort as obstacles to the effectiveness of their teaching. The abrupt transition to online teaching, accelerated by the pandemic, did not allow the University of Batna 2 to prepare teachers for this new context sufficiently. This situation has led to inequalities in learning and

a neglect of certain essential pedagogical aspects (support, monitoring). These results underscore the importance of our objective to examine the most appropriate pedagogical approaches to develop students' skills in an online learning environment.

Furthermore, 80% of the teachers identify technical problems, such as difficulties in accessing the Internet or slow connection speeds, as one of the main challenges of online teaching in Algeria. These obstacles hinder the smooth running of pedagogical activities and can discourage participants. This analysis confirms the relevance of our objective to study the technical difficulties encountered by Algerian students in the context of distance translation courses.

Finally, 60% of the teachers surveyed emphasize that resistance to change, inherent in human nature, constitutes a major challenge for distance teaching of translation. This reluctance can slow down the adoption of educational technologies and requires the implementation of a strategy to engage participants from the beginning of the process. Faced with these challenges, several teachers suggest the adoption of a hybrid teaching model, combining face-to-face and online sessions, in order to take advantage of the benefits of both modalities. This approach seems particularly relevant for translation teaching, as it combines theoretical and practical aspects. This line of reflection aligns with our objective to determine the most appropriate pedagogical approaches to develop

students' skills in an online learning environment.

This analysis highlights the complexity of the challenges encountered in online translation teaching in the Algerian university context and the need to provide adapted pedagogical and structural responses. These results shed light on our research objectives and invite further reflection on the conditions for effective and equitable distance education for translation students.

## 5. Discussion

The results of our survey among translation teachers at the University of Batna 2 highlight the numerous challenges faced by online education teachers in the Algerian university context. While the relevance and potential of this teaching modality are widely recognized, its implementation faces pedagogical, technical, and human obstacles.

From the results, interesting data were obtained related to the challenges that teachers are facing in distance education. Part of the challenges obtained from this study is related to the lack of teacher training in the use of digital tools and the specific pedagogy of online teaching is a major hindrance to the effectiveness of distance translation courses. This finding aligns with Samerkhanova et al. (2024), who emphasize on the critical need for enhanced support for teachers in acquiring both technological and pedagogical skills tailored to online education environments and use of digital learning technologies. This result is also in confirmation with the assertion of

Beaunoyer et al. (2020), Glover and Stewart (2024) and Pearce (2020), who invite a rethinking of the modalities of teacher training by further integrating the challenges of DE into professional development programs. By doing so, educators can be better prepared to navigate and excel in the digital teaching landscape.

Moreover, the second challenge that emerged from the results of this study concerns students' difficulties in accessing computer equipment and resources, together with the quality of internet connectivity and adequate Internet access. These issues raise the crucial question of equity in online education as previously noted by Qazi et al. (2024) and Musarat et al. (2024), whose results corroborate with the result found in this investigation. Results from Bisht et al., 2020 and Wijaya et al. (2020) studies also confirm the extent to which struggling to access the internet negatively affects students' attitudes towards DL. Moreover, these material obstacles can create a digital and pedagogical divide, accentuating inequalities between learners. Therefore, addressing these difficulties is essential to guarantee fair and effective online learning opportunities necessary for quality online learning for all students.

From a pedagogical standpoint, the results highlight the importance of interaction and student engagement in online translation courses. The lack of physical presence and the difficulties in maintaining learner motivation at a distance constitute major challenges for

teachers. This finding aligns with Tang et al. (2024), who identified four predominant themes that raise in online education, among which is the idea of 'Presence and Motivation'. These findings invite the exploration of new pedagogical approaches that foster collaboration, autonomy, and active student participation. The integration of interactive activities, the use of synchronous and asynchronous communication tools, and the implementation of personalized learner monitoring are promising avenues for reinforcing student engagement and success in online translation courses.

Finally, resistance to change, which was identified by a majority of teachers as a hindrance to the adoption of online teaching, invites a rethinking of strategies for accompanying change within university institutions. It is a matter of fostering a culture of pedagogical innovation by raising awareness among teachers and stakeholders of the potential benefits of distance education while taking into account their specific needs and concerns. While teachers' readiness for change promotes success in online teaching (Sokal et al, 2020), their resistance to change has been identified as a key factor that negatively affects the adoption of various innovations in school (Ali, 2024).

The adoption of a participatory approach involving teachers and students in the design and evaluation of online teaching systems could contribute to overcoming reluctance and

facilitating the appropriation of these new practices.

In light of these various elements, online translation teaching in the Algerian university context requires a systemic approach, taking into account pedagogical, technological, and human dimensions. The suggestion made by several teachers to adopt a hybrid-teaching model, combining face-to-face and online sessions, seems particularly relevant to address the specificities of this discipline and the needs of learners. This avenue deserves to be further explored, drawing on the experiences of teachers and the best practices identified in other contexts.

## **6. Conclusion**

Our study on the challenges and difficulties of online translation teaching at Algerian universities highlights the complexity of the challenges to be met to ensure the quality and effectiveness of this teaching modality. The results of our survey among translation teachers at the University of Batna 2 reveal that while the potential of distance education is widely recognized, its implementation faces multiple pedagogical, technical, and human obstacles.

The lack of teacher training in digital tools and the specific pedagogy of online teaching is a major hindrance, requiring a strengthening of professional development programs. The difficulties in accessing computer equipment and a quality internet connection encountered by some students raise the crucial question of equity and call for the implementation of



support systems to guarantee everyone the material conditions necessary for successful online learning.

On the pedagogical level, the challenges related to maintaining student engagement and motivation in a DL context invite a rethinking of the approaches and tools used, favouring interaction, collaboration, and personalized learner follow-up. Resistance to change, identified as a hindrance by many teachers, finally underlines the need for a strategy to support change within university institutions, promoting the adherence of all teachers to these new practices.

However, our study has certain limitations that should be noted. First, our sample, although significant, is limited to translation teachers from the University of Batna 2. It would be relevant to extend the survey to other Algerian universities in order to compare the results obtained and to identify more general trends. Moreover, our study focused on the teachers' point of view, leaving aside that of the students. A cross-analysis of the perceptions and experiences of both groups would enrich our understanding of the challenges of online translation teaching.

Despite these limitations, our research opens up new perspectives. It is relevant to conduct a longitudinal study aimed at monitoring the evolution of the practices and representations of teachers and students over a given period. This would allow for a better understanding of the dynamics of appropriation of online teaching and the identification of the most

effective levers for action. Moreover, an action-research project involving researchers and practitioners in the experimentation and evaluation of innovative pedagogical devices could contribute to the emergence of new solutions adapted to the Algerian context.

In the end, while the challenges of online translation teaching in the Algerian university context are numerous, the results of our study also demonstrate a growing awareness among teachers and a desire to evolve practices to offer students quality distance education. It is now a matter of pursuing the reflection initiated, by involving all stakeholders, in order to co-construct innovative and sustainable solutions for the future of translator training in an increasingly digital world. This approach calls for a joint mobilization of university institutions, teachers, students, but also translation professionals and digital education actors, in order to make online teaching a real lever for skills development and professional integration for future Algerian translators. It is through this close collaboration and shared will for innovation that online translation teaching will be able to fully realize its potential and contribute to the training of qualified translators, capable of adapting to the constant evolutions of a globalized and digital world.

## References

- Ali, R. (2024). How challenging? Barriers for teachers in institutional implementation of blended learning. *Open Learning: The Journal of Open, Distance and e-Learning*, 1-18. <https://doi.org/10.1080/02680513.2024.2342922>
- Anderson, L., & Krathwohl, D. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Boston: Allyn & Bacon.
- Angelone, E., & Shreve, G. (2010). *Translation and Cognition*. John Benjamins Publishing Company.
- Barbot, M.-J., & Camatarri, G. (1999). *Autonomie et apprentissage L'innovation dans la formation*. 12.
- Beunoyer, E., Dupéré, S., & Guitton, M. J. (2020). COVID-19 and digital inequalities: Reciprocal impacts and mitigation strategies. *Computers in human behavior*, 111, 106424. <https://doi.org/10.1016/j.chb.2020.106424>
- Bisht, R. K., Jasola, S., & Bisht, I. P. (2020). Acceptability and challenges of online higher education in the era of COVID-19: A study of students' perspective. *Asian Education and Development Studies*, 11(2), 401–414. 10. <https://doi.org/1108/AEDS-05-2020-0119>
- Blandin, B. (1999). La Formation ouverte et à distance: état des lieux début 1999. *Actualité de la formation permanente*, 18-28. <http://pascal-francis.inist.fr/vibad/index.php?action=getRecordDetail&idt=1544202>
- Bloom, B., & Krathwohl, D. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: Longmans.
- Bozkurt, A., Akgun-Ozbek, E., Yilmazel, S., Erdogdu, E., Ucar, H., Guler, E., . . . Cengiz, H. A. (2020, Février). Trends in Distance Education Research: A Content Analysis of Journals 2009-2013. *International Review of Research in Open and Distributed Learning*, 16, 330-363. <https://www.irrodl.org/index.php/irrodl/article/view/1953/3261>
- Carré, P. (2005). *L'apprenance - vers un nouveau rapport au savoir*. Paris: Dunod.
- Charlier, B. (2000). Comment comprendre les nouveaux dispositifs de formation? *Cyberspace et formations ouvertes*, 81-97.
- Deschênes, A.-J., & Maltais, M. (2006). *Formation à distance et accessibilité*. Québec: TELUQ.
- Diehl, W. (2012). Charles A. Wedemeyer: Visionary Pioneer of Distance Education. *Handbook of Distance Education*, 3, 38-48. Routledge
- Forget-Dubois, N. (2020). *Définitions et modalités de la formation à distance, Études et recherches*. Québec: Conseil supérieur de l'éducation.
- Garrison, D., Randy, D., & Akyol, Z. (2013). The Community of Inquiry Theoretical Framework. *Handbook of Distance Education*, 104-120.
- Glikman, V. (2002). Des cours par correspondance au « e-learning » Panorama des formations ouvertes et à distance. 46. [https://www.cairn.info/feuilleter.php?ID\\_ARTICLE=PUF\\_GLIK\\_2002\\_01\\_0299](https://www.cairn.info/feuilleter.php?ID_ARTICLE=PUF_GLIK_2002_01_0299)
- Glover, A., & Stewart, S. (2024). Using a blended distance pedagogy in teacher education to address challenges in teacher recruitment. *Teaching Education*, 35(1), 104-126. <https://doi.org/10.1080/10476210.2023.2223526>
- Jacquinet, G. (1993). Apprivoiser la distance et supprimer l'absence? ou les défis de la formation à distance. *Revue française de pédagogie*, 102, 55-67. <https://doi.org/10.3406/rfp.1993.1305>
- Jézégou, A. (2010). Créer la présence à distance en e-learning - Cadre théorique, définitions et dimensions clés. *Distances et Savoirs*, 257-274. <https://doi.org/10.3166/ds.8.257-274>
- Jézégou, A. (2019). La distance, la proximité et la présence en e-Formation. *Traité de la e-Formation des adultes*, 186-216. <https://shs.hal.science/halshs-01951530>
- Krathwohl, D. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory into Practice*, 41(4):212-218. [https://doi.org/10.1207/s15430421tip4104\\_2](https://doi.org/10.1207/s15430421tip4104_2)
- Qazi, M.A., Sharif, M.A. and Akhlaq, A. (2024), "Barriers and facilitators to adoption of e-learning in higher education institutions of Pakistan during COVID-19: perspectives from an emerging economy", *Journal of Science and Technology Policy Management*, Vol. 15 No. 1, pp. 31-52. <https://doi.org/10.1108/JSTPM-01-2022-0002>

Masry-Herzalah, A. and Dor-Haim, P. (2022). Teachers' technological competence and success in online teaching during the COVID-19 crisis: the moderating role of resistance to change, *International Journal of Educational Management*, Vol. 36 No. 1, pp. 1-13. <https://doi.org/10.1108/IJEM-03-2021-0086>

Moore, M. G., & Diel, W. C. (2018). *Handbook of Distance Education*. New York: Routledge.

Musarat, M. A., Alaloul, W. S., Khan, M. H. F., Ayub, S., & Guy, C. P. L. (2024). Evaluating Cloud Computing in Construction Projects to Avoid Project Delay. *Journal of Open Innovation: Technology, Market, and Complexity*, 100296. <https://doi.org/10.1016/j.joitmc.2024.100296>

Pearce MS, A. (2020). The digital gap still exists, generationally, rurally, and academically. In *Proceedings of the 12th International Conference on Education Technology and Computers* (pp. 215-222). <https://doi.org/10.1145/3436756.3437048>

Sokal, L. J., Eblie Trudel, L. G., & Babb, J. C. (2020). Supporting teachers in times of change: The job demands-resources model and teacher burnout during the COVID-19 pandemic. <https://doi.org/10.11114/ijce.v3i2.4931>

Ross, S.M., Sullivan, H. & Tennyson, R.D. Educational technology: Four decades of research and theory. *ETR&D* 40, 5-7 (1992). <https://doi.org/10.1007/BF02297045>

Samerkhanova, E. K., Krupoderova, E. P., Krupoderova, K. R., Smyshliaeva, O. V., & Ponachugin, A. V. (2024). Preparing Future Teachers to Use Digital Learning Technologies. In *Sustainable Development of the Agrarian Economy Based on Digital Technologies and Smart Innovations* (pp. 177-183). Cham: Springer Nature Switzerland. [https://doi.org/10.1007/978-3-031-51272-8\\_30](https://doi.org/10.1007/978-3-031-51272-8_30)

Tang, A. L., Walker-Gleaves, C., & Rattray, J. (2024). University students' conceptions and experiences of teacher care amidst online learning. *Teaching in Higher Education*, 29(2), 366-387. <https://doi.org/10.1080/13562517.2021.1989579>

Wijaya, T. T., Zhou, Y., Purnama, A., & Hermita, N. (2020). Indonesian students learning attitude towards online learning during the coronavirus pandemic. *Psychology, Evaluation, and Technology in Educational Research*, 3(1), 17-25.

<https://doi.org/10.33292/petier.v3i1.56>