

DEVELOPING ONLINE-BASED TAP COURSE MATERIALS

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Abstract

The development of information and communication technologies (ICT) has changed learning system in universities, including its course materials. Offline course materials have been outdated, gradually replaced by online-based materials. As the course aiming at preparing students to become not only scientists but also entrepreneurs in the translation field, the Translation as a Profession (TAP) course materials provided to students of Translation Study Program at University of Sumatera Utara (TSP-USU) need to be developed into online-based learning materials. Such necessity is motivated by the fact that professionalism in translation should correspond to the ICT development, requiring professional translators to be literate in using ICT tools. Therefore, this paper aims at developing online-based TAP course materials. This study used a research and development employing the results of previous need analysis as the data. The results of this study are online-based materials whose topics are corresponding to the needs of the students and TAP lecturers.

Keywords: course materials development, online-based course materials, TAP, translation.

Introduction

Translation which used to be a discipline since first introduced as translation studies (TS) by Holmes (1972/2004) has developed to be a profession. Such development has to be urgently anticipated in order to accommodate the current public needs on translation as both discipline and profession. Responding to the inclusion of professionalism in TS, Translation Study Program at University of Sumatera Utara (TSP-USU) offers a course named Translation as a Profession (TAP) whose objective is to prepare the students to become not only scientists but also entrepreneurs in the translation field. In order to achieve such objective, this course provides students with the skills needed to run a successful translation business as an independent translation service provider, such as creating a satisfying work environment and building a good working relationship with clients.

The TAP teaching materials are sourced from both course books and textbooks. In addition, students are also provided with several types of software that can assist them in working on translation projects such as Déjà Vu, Language Assistant, Power Translator, Trados, and Translation Manager. However, the materials and software are still offline and do not reflect the readiness to go in line with technology development. The results of the need analysis conducted in the preliminary study suggest the urgent need to develop the TAP materials into online-based learning materials (Sofyan, Tarigan & Sinar, 2018). Besides, such necessity is motivated by the fact that professionalism in translation should correspond to the ICT development, requiring professional translators to be literate in using ICT tools. Such ICT competence (Jimenez, 2012; Ivanova, 2016) completes the translation competence (Popescu, 2011; Esfandiaria, Sepora & Mahadi, 2015) and linguistic competence (Popescu, 2011; Flores, 2014) that are required to be professional translators.

Nevertheless, designing online materials is not an easy task, as it requires a careful and deep study on the material contents and the desired types of online-based learning model. The first important thing to do is to define what online-based learning is. According to the Ministry of Research, Technology and Higher Education (2017), online-based learning is learning that is managed using web-based applications (usually in the form of a learning management system), and learning management system is a software or web-based application used to manage online learning activities. This definition clearly defines that online-based learning is not simply learning by using internet, but the learning system must be managed using web-based applications. In other words, online-based learning requires online learning materials, exercises, assignments and assessments. For effective online-based learning, Agarwal (2010, p. 5) suggests several factors be considered: (i) internet as the source of the material or program; (ii) online-based materials and quizzes; (iii) good internet connection during the learning process; (iv) the ability to operate computers and utilize online resources; (v) the ability to search related online materials and quizzes; (vi) the teacher's presence for his/her role as a facilitator (vii) online-based exercises; and (viii) online assignment submission.

Based on the problem elaborated in the previous paragraphs, this paper aims at developing online-based TAP course materials in the TSP-USU.

Method

This study used a research and development method whose main objective was to develop the online-based TAP course materials in the TSP-USU. The data were both primary and secondary data. The primary data were the results of the questionnaire concerning kinds of online materials needed and the secondary data were documents containing the results of need analysis in the research report done by Sofyan et al. (2018). The results of the questionnaires which were distributed to 24 students and 3 TAP lecturers were analyzed and interpreted using Likert-Type Scales. The data that have been analyzed become the reference to develop the desired online-based TAP materials.

Results and Discussion

The first step in developing the online-based TAP course materials is defining the materials that should be included in the 16 meetings of the TAP course within a semester. As each meeting requires one learning module, the analysis on documents containing the materials needed in the TAP course results in 16 desired topics of materials. In addition to the discussion of the materials, each of the modules should also be completed with exercises and assessment method. Table 1 shows the results of the analysis based on the degree of frequency and importance of the topics of TAP materials.

Table 1 16 topics included in the TAP course materials

Module	Topics
1	Translation services
2	Translator training
3	Translation as a profession
4	Translation project management
5	The overview of current translation market
6	Online resources management
7	Translation internship
8	Translation marketing
9	Job delegation in group
10	CAT tools and MT employment
11	Finding client and making contract
12	Translation as an industry
13	Translation clients
14	Making a project report
15	SWOT analysis for translators
16	Assessment form and assessment criteria

As presented in Table 1, translation service becomes the topic of the first module (Module 1) indicating the most desired topic to be included in the online-based TAP materials. Translation service is the key indicator of success of any professional practice in translation because the best practice of professional translation is measured by how well the translation services are provided and translation as a profession is a service-based business. Good translation service cannot be separated from the skills and professionalism of translators; therefore, they need to be well-trained. This idea is in line with the results of data analysis that places translator training as the topic of the second module (Module 2). The very important role of translation services and translator training has been frequently mentioned in a number of studies (cf. Li, 2002; Pym, 2005; Biel, 2011). Translator training should include translation, linguistic and ICT competencies.

Module 3, translation as a profession, is also considered very important because it talks about level of professionalism in translation together with the requirements to be met for each level. The need of distinguishing professional from non-professional translators have is mentioned in a number of studies (cf. Carl & Buch-Kromann, 2010; Rosa, Sinar, Setia & Ibrahim-Bell, 2017; 2018; Sofyan & Tarigan, 2017, 2018). Module 4 contains the materials discussing translation project management. Such management includes rates (Rosa et al., 2018), assignments (Biel, 2011) and duration (Horvath, 2016). The ability in translation project management leads to professionalism in translation.

The second step is preparing the materials and exercises to be included for each module. The materials must be up-to-date responding to the development of translation studies both as discipline and profession and the development of ICT. This means that the materials do not only contain written materials but also audio and visual materials. This is in line with Wazeema and Kareema (2017, p. 434) who argue that current advanced technological developments provide an opportunity to integrate multimedia audio-visual aids in English

language classrooms. Likewise, the exercises must be carefully designed corresponding to the materials of each module as the exercise should measure what is supposed to be measured. In addition, the exercises must show the efforts to prepare the students as prospective professional translators. Preparing the exercises should be hand in hand with the preparation of evaluation or assessment. The assessment should have a specific rubric facilitating easy and accurate assessment. Translation assessment should be directed to translation quality assessment as quality is the goal of every translation practice.

The third step is analyzing the results of the questionnaires concerning types of online-based TAP learning materials needed by the respondents. The results of the analysis are presented in Table 2.

Table 2 Types of desired online-based TAP learning materials

No	Items Evaluated	Not important	Not really important	Important	Very important	Score
1	Learning materials are presented digitally in the form of online-based learning materials	0	0	6	18	90
2	Learning materials are presented digitally in the form of power-point presentation	0	0	9	15	87
3	Learning materials are presented orally in the form of online based recordings	3	6	9	6	66
4	Learning materials are presented orally in the form of audio-visual recordings	5	7	6	6	61
5	Learning materials are presented in written form as a course book	6	15	3	0	45

The results of the questionnaires displayed in Table 2 show the respondents' desire to be given online-based TAP learning materials. Without denying the important role of written materials (getting the lowest score of five possible learning material designs), today's learning requires online materials which are easily accessible. Responding to the results of the questionnaires, the TAP learning materials would be developed into online-based learning materials.

The online-based TAP learning materials developed in this paper are corresponding to the suggestions of Heinich, Molenda, Russel, and Smaldino (2001) and Agarwal (2010) by considering the ideas of online learning defined by the Ministry of Research, Technology and Higher Education (2017).

The process of developing the online-based TAP learning materials is initiated by designing a website into which the materials and exercises would be accessed. The website designed for the TAP course is available at <http://acakaja.space/> as shown in Figure 1.

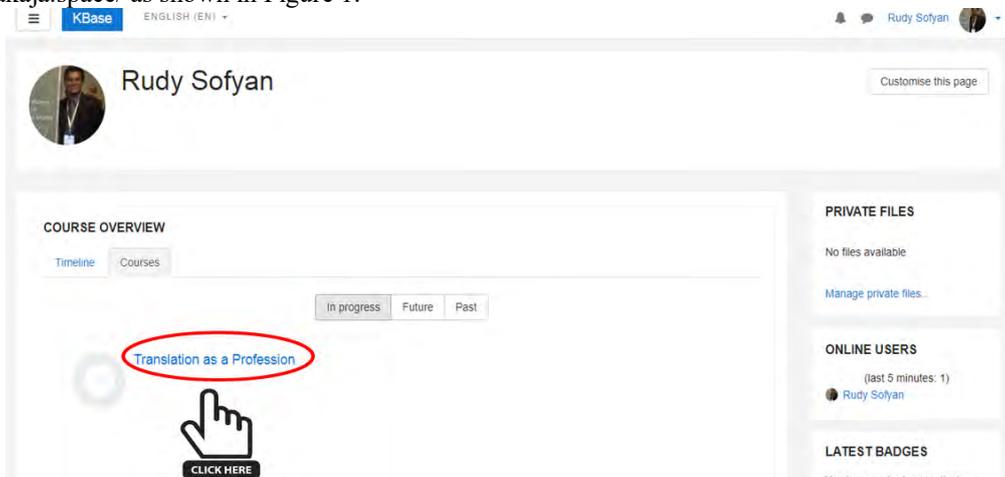


Figure 1 The home of online-based TAP course materials

Then, the materials and the exercises together with their scoring rubric (TQA) are inserted based on the order of the modules as displayed in Figure 2. To access the modules, the students need to log in by using the username and password that have been given to them. This is intended to make the modules accessible only for the students that have been registered in this course. After that, they can click the "Translation as a Profession" button to access the 16 modules on the website. Once they click, then the 16 modules appear on the screen as illustrated in Figure 2.

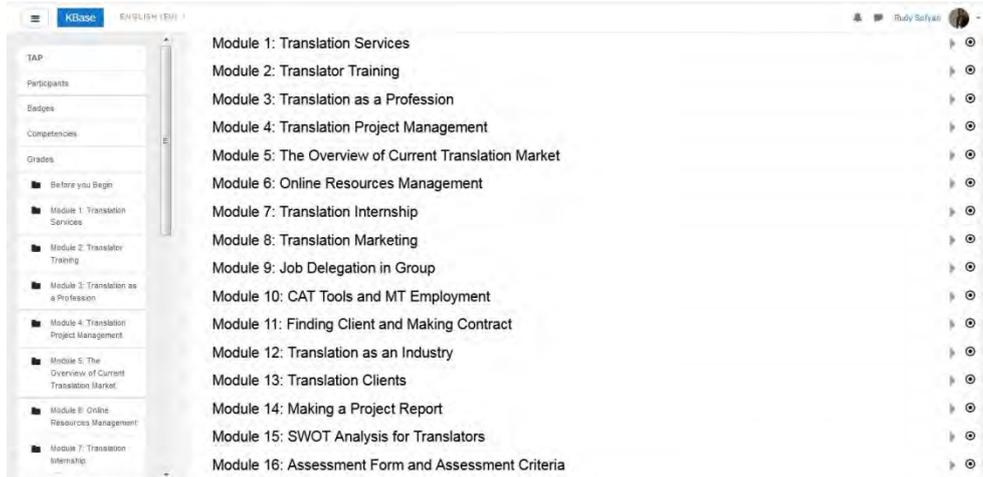


Figure 2 The modules of online-based TAP course materials

Once the students open the modules page, they can access all of the information about TAP learning materials they need to know. Nevertheless, they are suggested to learn the modules based on their order; in other words, they should finish learning the materials in Module 1 before coming to Module 2, and so forth. In addition, their access to the assignments is limited since the assignment page prevails time limit, so they can only access (download and upload) their assignments in a defined time.

When they want to learn Module 1, they just simply click the writing “Module 1”, and what they need to know about the materials in Module 1 will be provided on the page as shown in Figure 3.

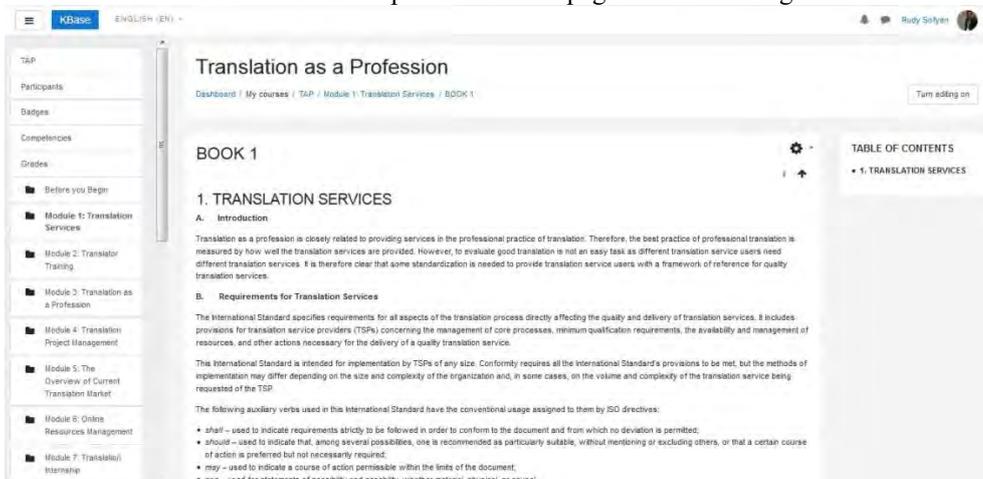


Figure 3 Module 1. Translation Services

As shown in Figure 3, Module 1 provides the students with the materials they need to learn about translation services. In addition to the materials that have been designed, Module 1 also provides some links to the additional related online resources (e-books, book chapters, journals, e-modules) that the students can access to sharpen their understanding of translation services. Besides, the module also provides the students with the audio-visual materials that are accessible through the given links. The same contents are also available in the other modules, i.e. all of the modules have been completed with written, audio and visual learning materials and links to additional online resources.

The online-based TAP learning materials do not only contain the materials and exercises packed in the 16 modules, but they also include other learning devices which are also accessible for the students, such as course proforma, course schedule, and assessment scheme and material (see Figure 4). These learning devices are particularly important in order to make the learning process visible to the learners. Uploading such learning devices shows a well-planned learning process.

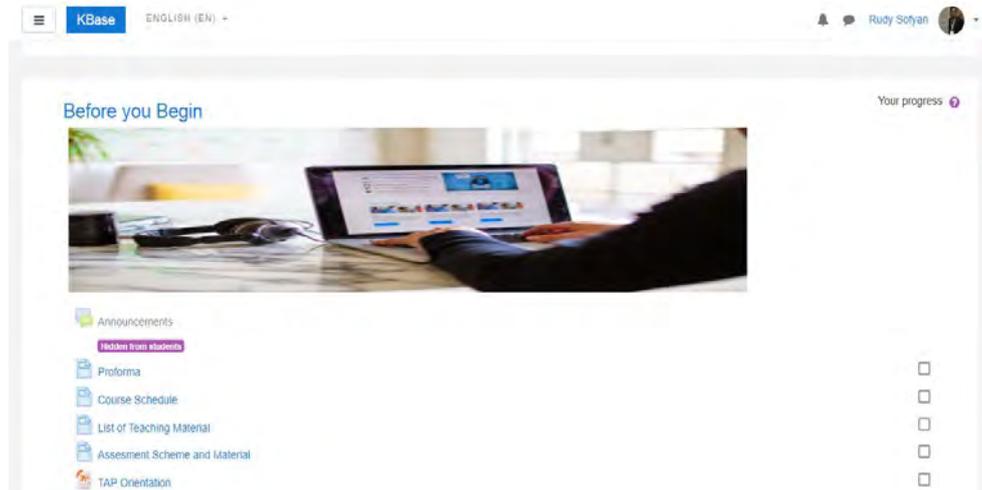


Figure 4 TAP course learning devices

Furthermore, Figure 4 also displays an announcement space. This space is very important in facilitating the communication with the students. By using these online-based TAP materials, there will be no announcement communicated orally to the students because all of the announcements will be given in this space, and all of the students have to realize how important this space for them is. They are encouraged to periodically access the announcement on the web; otherwise, they will miss some important information that will probably lead to their failure in the course. Providing announcement space in the web is also intended to cultivate the reading culture among the students. Reading culture is one of the valuable assets which boost human generative powers of thinking for new innovations and development of personal talents and natural endowments (Olasehinde, Akanmode, Alaiyemola, & Babatunde, 2015, p. 195). However, this online menu can only be modified by the lecturer, and the students only have reading access; in other words, this menu is only a form of one-way communication.

In addition to announcement space, that tends to be one-way communication, the communication between the lecturer and the students can be conducted through chatting. The message menu represented by the “message” icon on the top right of the website facilitates such two-way communication. This menu can be utilized as the means for questions and answers. The students can ask their lecturer for the problems they encounter while reading the texts or doing the exercises. No other chatting media are used for questions and answers between the lecturer and the students in the TAP course.

This online-based learning also applies online-based quizzes or exercises equipped with the answer key and explanation; therefore, they can do and evaluate the exercises by themselves. Besides, by using such online-based quizzes or exercises, they can improve their score by frequently doing the exercises. In addition to the exercises designed or prepared by the lecturer, the modules also provide links that would direct the students to do other online exercises or quizzes.

Conclusions

The materials presented in the modules are derived from the results of need analysis on the preliminary study done by the writers that proposes 16 materials to be included in the modules. The online-based TAP learning materials developed in this study do not only simply provide online materials to the students, but other required learning devices are available online, including the learning materials, quizzes, exercises, assignments, assessments, course proforma and course schedule. In addition, the online learning materials developed in this study do not simply change printed materials into online materials, but they change the conventional way of learning into an online-based learning. Therefore, using the online-based TAP learning materials provides the students with independent study that replaces a conventional learning process conducted in a classroom.

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