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An Online Communicative Translation Assessment Model in an Indonesian EFL Translation Class: Students' Perceptions

Soni Tantan Tandiana¹

Fuad Abdullah^{1,2*}

Dede Anwar¹

Emmas Maspupah¹

¹Department of English Language Education, Faculty of Teacher Training and Education, Universitas Siliwangi, Tasikmalaya 46115, INDONESIA

²Doctoral Program in Applied English Linguistics, Faculty of Education and Languages, Atma Jaya Catholic University of Indonesia, Jakarta, 12930 INDONESIA

Abstract

Translation studies have grown enormously in recent decades and have expanded to include the pedagogical lens as a breakthrough. However, little is known about how the students perceive the online communicative translation assessment model (OCTAM). The present study explores how the students perceive the implementation of the online communicative translation assessment model in classrooms. The investigative locus of this study was a class on Translating and Interpreting (TI) at a state university in Tasikmalaya, West Java, Indonesia. Thirteen students from a TI class participated in this study. The data were obtained from semi-structured interviews and analysed using a thematic analysis. The findings revealed that OCTAM provided students with an effective translation assessment model, coped with their limited English vocabulary, guided them to focus on knowledge of form, function, and meaning of both source and target texts, offered them a more contextual translation test, raised their awareness of translating as a meaning-making practice, facilitated them to correct grammatical errors, created a less anxious test atmosphere, and generated their multimodal communicative competence. Pedagogically, this study bridges translation and foreign language education, mainly by examining how an online communicative translation assessment model functions as a cutting-edge translation model to assess students' translation competence.

* Corresponding author, email: fuad.abdullah182@gmail.com

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Keywords: Multimodal communicative competence, online communicative translation assessment model (OCTAM), pedagogical translation studies, thematic analysis, translation competence.

1. INTRODUCTION

Over the last few decades, translation has attracted the attention of scholars, educators, and practitioners (Xiao et al., 2023). As an example, Schaffner (1998) argued that translation in foreign language pedagogy enables students to invigorate their verbal dexterity, develop their L2/FL vocabulary, advance their linguistic style, boost their comprehension of how languages function, actively centralise their L2/FL language use, and supervise their L2/FL understanding. Moreover, the pivotal roles of translation in language education have emerged with the utilisation of technology of translation in recent years to help the translators translate (e.g., Python-based Jupyter notebooks, SDL Trados, Wordfast, and MemoQ) (Krüger, 2022; Lee, 2020). Given these facts, translation is considered a crucial practice in this era because it encompasses more than 7,000 languages commonly used for communication worldwide (Rashidovna, 2022).

The vital roles of translation cause language teachers and policymakers to equip their students with translation competence (TC) (Robert et al., 2022). TC refers to “the underlying knowledge system needed to translate” (Beeby et al., 2005; Hatim & Mason, 1993, 1997). TC model covers five sub-competences: bilingual, extra-linguistic sub-competence, knowledge about translation, instrumental sub-competence, and strategic sub-competence (Beeby et al., 2005). TC is crucial because it affects fruitful translating practices and represents the translators’ expertise in particular areas. The requirement of translators to possess TC remains demanding since translation does not only deal with linguistic competence but also cultural competence (Salamah, 2021). As a result, mastering a combination of both competencies is imperative for translators. TC is necessary to help translators embody and review novel information by deploying miscellaneous resources under pressure (Hurtado Albir & Taylor, 2015). In other words, competence-based training programs should be prioritised to equip translators with TC and enrich their knowledge about an integrated approach to learning, teaching, and assessing practices (Hurtado Albir & Taylor, 2015).

The interest among researchers scrutinising the field of translation in the educational milieu has led to numerous studies (e.g., Hidayat & Helmanto, 2023; Liu & Cheung, 2023; Rico, 2017). To illustrate, Nourinezhad and Kashefian-Naeeni (2020) probed the Iranian EFL university learners’ and lecturers’ attitudes toward translation as a tool in reading comprehension. They concluded that distinctive ages and disciplines did not significantly affect the attitudes of students and lecturers toward translating practices in terms of reading comprehension. They claimed that translating practices were effective in helping them upgrade their reading comprehension. Pintado Gutiérrez (2021) problematised translation in language teaching, pedagogical translation, and code-switching. The findings indicated that translation learned in the classroom, notably in the FL context, was categorised as pedagogical translation. It could be characterised as translation for professional purposes and translation in FL teaching.

On the other hand, code-switching was understood as a systematic and switching employment of two or more languages in an exchange of sole pronouncements. Rico and Pastor (2022) scrutinised the roles of MT in translation education viewed from the translators’ beliefs. The findings indicated that the translators’ beliefs on MT encompassed several topics. The topics cover MT literacy, perplexing central notions and classifications of MT, the contributions of MT to the translators’ competencies, a paradigmatic shift from human-oriented to machine-oriented translation and the decline of translators’ roles. More recently, Hidayat and Helmanto (2023) inquired about the translation teaching model in offline, online, and hybrid models in an Indonesian EFL setting. The findings outlined that the pedagogical translation should be concerned with the student’s learning readiness to help them adjust to the pandemic and post-pandemic era. Technically, the students learned by applying collaborative translation supported

by translation technologies. However, the investigative efforts focusing on the communicative translation assessment model remain under-researched (e.g., [Mannahali et al., 2020](#)).

There is a dearth of studies examining the online communicative translation assessment model in an Indonesian EFL classroom. Therefore, the present study intends to probe the students' perceptions of implementing the online communicative translation assessment model in the classroom. More specifically, this study seeks to answer the research question, "What are the students' perceptions of implementing the online communicative translation assessment model in the classrooms?"

2. LITERATURE REVIEW

A brief review of the literature is presented subsequently to provide the basic underpinning of why the OCTAM is required in translation studies and pedagogy. In particular, the communicative translation approach and online assessment for translation teaching and learning are highlighted as theoretical and empirical benchmarks of this study.

2.1 Communicative Translation Approach

Communicative translation is one of two significant parts of [Newmark's \(1981\)](#) idea for translation theories. [Newmark \(1981\)](#) differentiated two translation approaches: semantic translation and communicative translation. Semantic translation represents a source language bias (literal and faithful translation) focusing on grammatical aspects and syntactical patterns. Communicative translation emphasises a target language bias (free and idiomatic translation) ([Newmark, 1981](#); [Wang, 2021](#)). In particular, the communicative translation approach accentuates the target language context to translate the meaning to specific target audiences based on their socio-cultural and linguistic contexts ([Mohamed, 2022](#); [Wang, 2021](#)). In this case, translators should have equal knowledge of the source and target languages ([Sánchez, 2007](#)). Communicative translation results are readable, natural, smooth, simple, clear, and direct ([Wang, 2021](#); [Zu & Dong, 2015](#)). There is no doubt that translators have the freedom to remove ambiguities and redundancies and clarify phrases for the audience's understanding.

2.2 Online Assessment for Translation Teaching Learning

The use of technology for assessments has grown extensively in the past few decades. It enables the teachers as raters to optimise the accuracy of assessing practices, provide digital feedback, promote students' learning autonomy, and enhance the effectiveness and efficiency of assessing practices ([Seifert & Feliks, 2019](#)). To illustrate, the existing translation tools, such as Fully Automated Machine Translation (FAMT), Human Aided Machine (HAMT), and Machine Aided Human Translation (MAHT) ([Kastberg & Anderson, 2012](#)), maximise the translating performances from the source to target languages. Therefore, online translation assessment meets the needs of the current technology-based translation era ([Chochiang et al., 2020](#)).

Online assessment, including translation classes, has been a predominant component in teaching and learning practices. Online translation assessment enables students, teachers, policymakers, and other related stakeholders to reach the expected learning outcomes ([Al-Hattami, 2020](#); [Joshi et al., 2020](#)). To illustrate, the effective time of assessment ([Seifert & Feliks, 2019](#)), immediate feedback on student progress ([Babitha et al., 2022](#)), direct monitoring of student performance, and increased assessment quality performance ([Abduh, 2021](#)) are several benefits of adopting online translation assessment. Besides its benefits, practising online assessment remains challenging, notably due to longer preparation time, inadequate cybersecurity ([Xiong & Suen, 2018](#)), and plagiarism ([Rambe, 2021](#); [Xiong & Suen, 2018](#)). Besides, objective and performative orientations of online assessment have become other challenges. However, in the current era, where technologies change rapidly, online translation assessment is highly required to maximise accuracy, effectiveness, and responsive feedback.

2.3 Translation Qualitative Assessment (TQA)

The rapid advancement of information, communication, and technology (ICT) contributes substantially to translation traditions from human-oriented to machine-oriented (Rico & Pastor, 2022). Besides, it affects the development of more linguistic translation content involving more miscellaneous workflows and devices (Moorkens et al., 2018). Moreover, translation industries focus on quality evaluation through empirical and practical lenses (Doherty et al., 2018). As a result, machine translation (MT) is regarded as one of the most effective devices for overcoming the challenges of translations commonly encountered by professional human translators (Lagarda et al., 2015; Rivera-Trigueros, 2022; Way, 2018). However, the translation produced by MT tends to be less credible and contextual than that completed by professional human translators (Mausser et al., 2008). Therefore, translation quality assessment (TQA) is highly required to evaluate the quality of the MT system and enhance its performance. However, there is still insufficient agreement and calibration of TQA in both human and machine translating practices (Rivera-Trigueros, 2022). Even this situation is more complex, viewed from cognitive, linguistic, cultural, and technical lenses (Castilho et al., 2018). Therefore, TQA has become a centre of attention among scholars in the last decades with various investigative issues, such as comparing TQA viewed from manual and automatic methods (Han et al., 2021), evaluating Chat GPT-based translation quality (Hendy et al., 2023), future directions of TQA (House, 2015), principles and practices of TQA (Moorkens et al., 2018), the task of post-editing machine translation for the low-resource language (Rakhimova et al., 2024) and machine translation systems and quality assessment (Rivera-Trigueros, 2022). Unfortunately, little is known about the student's perceptions of implementing the online communicative translation assessment model in the classroom. For this reason, the present study aims at filling the gap.

Although there have been several TQA models advocated by some scholars, educators, and practitioners, such as the mentalist view (Stolze, 2003), response-based approaches (Chesnokova et al., 2017), behaviourist views (Nida & Taber, 1969), functionalistic, 'skopos'- related views (Reis & Vermeer, 1984), descriptive-historical translation studies (Toury, 1995), post-modernist and deconstructionist approaches (Tymoczko, 2000; Venuti, 2004), and linguistically oriented approach (House, 2015; Reiß, 1971), the present study adopts House's TQA model (House, 1997, 2015). In her model, House (2006) developed a TQA based on Hallidayan systemic-functional theory, discourse analysis, and functional-pragmatic perspectives (House, 1997, 2015). This model highlights that translation occurs in dual contexts, namely the context of a source text (ST) and the context of a target text (TT) (House, 2006). These correlated contexts are nominated as an equivalence relation (House, 1997, 2006). As a result, this model leads translators to compare the translation results in ST to TT in a semantically and pragmatically equivalent pattern (House, 2001, 2015).

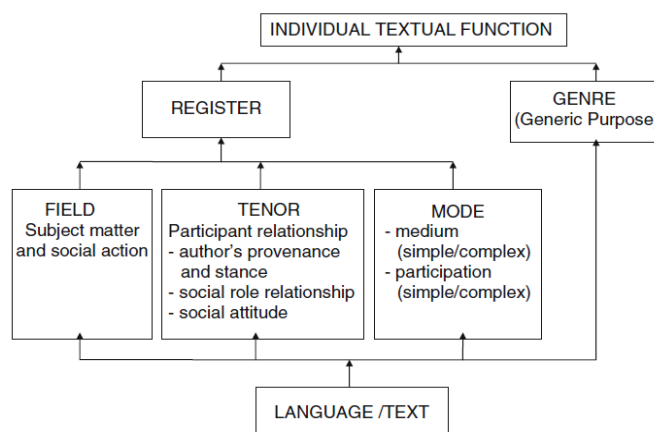


Figure 1. A scheme for analysing and comparing original and translated texts (House, 2015, p. 251).

In particular, Figure 1 shows that House's TQA model provides three layers of translating practices both in ST and TT (House, 2015; Vallès, 2014), namely the layers of language/text, 'register' (field, mode, and tenor), and 'genre' (House, 2001). In the layer of language/text, translators should consider textual analysis covering lexical, syntactical, and textual elements in both ST and TT. In the layer of Register, translators perform a comparative analysis between ST and TT based on the 'field' (the topic of the discourse and experiences), tenor (interpersonal relationship among writers and readers), and mode (communicative modes and participatory levels of the writers and readers). In the layer of genre, translators should focus on 'cultural discourse types' by analysing the connections between texts and macro-contexts of a linguistic and cultural community manifested in particular texts (House, 2006, 2015). The present study adopts this model since House's TQA provides the conceptual and practical underpinnings to perform translation by recontextualising text-context interrelation to reach textual, functional, and discursive aspects of communication (House, 2015).

3. METHODS

An exploratory case study was adapted to investigate the students' perceptions of implementing the online communicative translation assessment model in the classroom. Baxter and Jack (2008) argued that such a case study enables researchers to explore investigative phenomena holistically. This method helped researchers formulate, evaluate and optimise pedagogical treatments because of its rigour and flexibility (Baxter & Jack, 2008). Therefore, an exploratory case study was appropriate for the current investigation.

This study's locus was a translation and interpretation class (hereafter, TI class) in an English Education Department (EED) of a state university in Tasikmalaya, West Java, Indonesia. Several factors were considered regarding the research setting, such as the presence of the Translating and Interpreting course (hereafter, TI course), accessibility to obtain the required data, and the relevance of investigative foci and required data.

The participants were recruited because they actively engaged in the teaching and learning activities of the TI course. Additionally, they were willing to participate as the research participants in this study (Miles et al., 2014). Their ages ranged from 19 to 21 years old. They were members of the EED. They communicated in Sundanese, Javanese, Bataknese, Padangnese, Madurese, and Betawi as their first language (L1), Bahasa Indonesia as their second language (L2), and English as their foreign language (FL). They were called up because they were enrolled in the TI course in the academic year of 2022/2023. In other words, they may have schemata of translation and interpreting. To uphold ethical considerations, they were provided with a consent form.

The data were collected through semi-structured interviews. Semi-structured interviews were used because they allowed the researchers to gather the data comprehensively and in-depth. It assisted the researchers in tackling the unpredictable orientation of interviews (Abdullah et al., 2022). Technically, 13 participants (four males and nine females) from one of the TI classes were interviewed as the representatives. This aimed at delving into comprehensive and exploratory questions. Such interviewing question topics were adapted from the notion of translation competence proposed by Kelly (2014): language use, communication-based translation practices, creativity-oriented translation activities, content-focused translation, individual translation learning strategies, and translation topics. The participants were labelled anonymously to uphold ethical issues (Student #1, Student #2, Student #3, and others).

Once the data had been collected, they were analysed thematically (Braun & Clarke, 2006). Thematic Analysis (TA) was adopted since it allows researchers to analyse, organise, delineate, and notify the themes in a data set. Equally important, TA can be set up inductively where the investigative phenomena are the point of departure of analysis, not theories (Braun & Clarke, 2006). Thus, TA was appropriate for the analytical procedures of this study. More specifically, TA was organised into six predominant phases, namely familiarising researchers with data (phase

1), generating initial codes (phase 2), searching for themes (phase 3), reviewing themes (phase 4), defining and naming themes (phase 5), and producing the report (phase 6).

4. FINDINGS AND DISCUSSION

This study intends to investigate the students' perceptions of implementing the online communicative translation assessment model in the classroom. The findings affirm that OCTAM provided students with an effective translation assessment model, coped with their limited English vocabulary, guided them to focus on knowledge of form, function, and meaning of both source and target texts, offered them a more contextual translation test, raised their awareness of translating as a meaning-making practice, facilitated them to correct grammatical errors, created a lesser anxious test atmosphere, and generated their multimodal communicative competence.

4.1 Providing Students with an Effective Translation Assessment Model

Providing students with an effective translation assessment model is the initial perception expressed by the students. For example, Student #7 contended that he perceived that the online communicative translation assessment model (hereafter, the OCTAM) is beneficial since he could utilise translating tools to assist him in translating from the source to the target texts. However, he did not provide a concrete example of a translating tool. He believed the OCTAM helped him translate more appropriately in the context of source and target texts while engaging in the translation tests. He compared his experience while participating in the offline translation tests. He acknowledged that he encountered difficulties because of the prohibition of using mobile phones during the offline translation assessment. He added that one of the difficulties was translating unfamiliar words.

Student #3 revealed that the OCTAM offered him flexibility in mobility and time. He exemplified that he could save time by reaching 18 to 20 km to his campus. He claimed this online assessment model optimised his energy, time, and motivation to engage in the translation class because he could stay in front of his laptop screen and focus on what was taught and assessed. [Dashtestani \(2013\)](#) asserts that translating practices involving online dictionaries offer several advantages for L2 students, such as user-friendliness, velocity, narrowness, vocabulary enrichment, learning autonomy, accessibility, adaptive styles, and responsiveness.

- (1) The differences that I experienced while doing the translation test were quite significant. I felt that working online was very helpful and easier because I could open translator tools to help me translate to make it more suitable both in the source and target texts. On the other hand, when working offline, I faced various difficulties, such as my limitations in translating texts because I was not allowed to use a mobile phone. Therefore, I could not use any tools in translating texts because there were often vocabulary words that I didn't know in the translating process. (Student #7)
- (2) My experience in this course was that I felt that mobility and time were more effective. For instance, the distance to campus was around 18-20 km. However, online translation learning and using OCTAM helped me optimise my energy, time, and motivation to engage. Shortly, it made the teaching, learning, and assessing practices more effective and efficient. You only needed to stay in front of the screen and focus on it. (Student #3)

4.2 Coping with the Students' Limited English Vocabulary

The OCTAM helps students cope with their limited English vocabulary. In this case, Student #13 affirmed that the OCTAM helped her determine appropriate word formation, spelling, and usage in a sentence structure. She gave an example of one of the test items in the OCTAM, namely translating the words 'fascinating' and 'melancholy' to Bahasa Indonesia. These words were unfamiliar since she used them infrequently in her daily communication. By searching for the Indonesian meaning of those words, she could resolve her problems in translating practices.

Student #8 maintained that it is challenging to discover synonyms of some English words in Bahasa Indonesia. He had an experience joining the offline translation learning and assessment. He needed to look it up in a dictionary, which was time-consuming. More importantly, he realised that he could not effectively memorise the synonyms of a word both in English and Bahasa Indonesia. However, if it were online, he could find the synonyms through online thesaurus. Student #6 claimed that limited vocabulary knowledge was one of his challenges in translating. This limitation indirectly inhibited him from translating from English to Indonesian or vice versa. This occurred when he had to participate in an offline translation practice. He made many guesses when translating words, both in Indonesian and English. Even though he was allowed to look up in a dictionary, he could not do it since he did not bring a printed dictionary. Pym (2004) adds that online translation learning and assessment can facilitate students' translation and acquisition of technological knowledge. Hoshi (2002) asserts that online translation provides students with supporting media in translating, such as online dictionaries and thesaurus. Therefore, participating in the OCTAM helped students translate effectively.

- (3) In terms of English vocabulary, I occasionally found several unfamiliar words. I experienced it when I was participating in the OCTAM. Those words were 'fascinating' and 'melancholy'. These words were unfamiliar because they were rarely used in my daily communication. Fortunately, the OCTAM helped me discover their Indonesian equivalences. I could not imagine if it were carried out offline. (Student #13)
- (4) Honestly, finding synonyms of English words and their equivalence in Bahasa Indonesia was challenging. I had an experience searching for English synonyms during an offline translation learning and test. I needed to manually search for it in my dictionary, which was a waste of time. The worst was that I could not memorise both English and Indonesian synonyms well. In other words, by applying the OCTAM, I could find English and Indonesian synonyms effectively through the online thesaurus. (Student #8)
- (5) I admitted that my challenge while translating was a lack of vocabulary. It prevented me from translating both from English to Indonesian and vice versa. This was very hard when I had to take an offline translation practice. Most of my translation results were based on my guesses. I could not look it up manually in a dictionary, although I was allowed to. I did not bring my printed dictionary and only depended on my online dictionary on my smartphone. In fact, we were not allowed to use a smartphone. Therefore, taking the examination in the OCTAM helped me translate better. (Student #6)

4.3 Guiding Students to Focus on Knowledge of Form, Function, and Meaning of Both Source and Target Texts

Another point that the students shared after engaging with the OCTAM was that it helped them focus on knowledge of the form, function, and meaning of both source and target texts. Student # 6 conveyed that the question items in the OCTAM were able to measure his competence in terms of meaning and cultural transfer. He illustrated that students knew their grammatical, pragmatic, and cultural knowledge affected their translation strategies. His understanding of diverse elements (e.g., form, function, and meaning of particular languages) in both source and target texts was influenced by their intersubjective knowledge, experiences, and cultures. He added that a language form, function, and meaning were inseparable and influential to translation results.

Similarly, Student #8 reported that the transfer of meaning and cultures in both the source and target texts emanates peculiar results since translating practices emphasise not only linguistic aspects (forms) but also their functions and meanings. When translating an idiom, a translator cannot simply translate it from the source to the target text. For example, the Indonesian idiom '*anak buah*' is translated into English as 'fruit child'. Idiomatically, it should be translated as 'subordinate'. In other words, adjustments should be made to contextualise the meaning to be linguistically, pragmatically, and culturally accepted both in the source and target texts. Ellis (2016) contends that Focus on Forms (FonFs) is a structure-based approach in which peculiar linguistic forms are explicitly taught and manifested based on a structural syllabus (Long, 1997). On the other hand, Focus on Form (FonF) emphasises students' attention to meaning and communicative purposes represented by implicit teaching practices and task performance (Ellis, 2016; Long, 1997). Long (1997) adds that Focus on Meaning (FonM) accentuates the roles of

content-based instruction (immersion programs) in which students are guided to emphasise meaning through implicit language teaching and learning practices (Ellis, 2016, 2024; Long, 1997). Using OCTAM helps him and his classmates keep on track while translating.

- (6) Yes, the online communicative translation assessment model can, of course, measure competence in terms of transferring meaning and cultures. For example, while students were translating, they realised that their knowledge of grammar, language in use, and culture influenced the way they translated. In this case, they could not separate the role of language from its form, function, and meaning because it could affect the translation results from the source to target texts or vice versa. (Student #6)
- (7) The transfer of meaning and culture between the source and target languages will certainly have differences. For instance, we cannot only translate an idiom literally from source to target texts. The word '*anak buah*' in Indonesian idiom cannot be literally translated into 'fruit child' in English. It should be 'subordinate' as an idiomatic translating term. By having the OCTAM, I can learn to translate words to help me with the translation conventions. (Student #8)

4.4 Offering Students with a More Contextual Translation Test

Some students also argued that the OCTAM offers a more contextual translation test. To illustrate, Student #13 assumed that the questions provided in the OCTAM enabled her to activate and measure her sociolinguistic competence. She exemplified that during translating practices, she should realise the existence of what is communicated (field), who communicates (tenor), and what communicative mode is utilised (mode). Translating a student presenting a topic of a course in the classroom should be viewed from the presented materials, the relationship between the presenter and audiences, and the presenting modes (e.g., spoken language). By knowing these, the context of the situation and culture in both the source and target spoken texts can be maintained.

Student #12 concluded that the OCTAM helped her to always consider the texts and contexts when translating. She knew that the meaning produced through translation tends to be context-bound. The meaning that Student #4 added was that the OCTAM made her aware of the socio-historical aspects of a text during the translation when the Intersemiotic Translation teacher required her to translate a website for Universitas Siliwangi; students should ideally have historical knowledge of such a university to make a socio-historically accepted translation version of such text. With this in mind, guiding students to seek supporting information from miscellaneous perspectives and disciplines remains crucial to helping them produce a contextual translation result.

Regarding the pivotal roles of a text and its context amid translating practices, Widdowson (2004) and House (2006) believe that translating practices are more than contextualising meanings constructed in a text and its context. It tends to be the act of recontextualisation where an original context is positioned in a novel context with distinct values represented in genres, communicative conventions, and readers' expectation norms. This notion is harmonious with the context of the situation concept proposed by Halliday and his co-researchers (Halliday & Hasan, 1989; Halliday & Martin, 1993; Halliday & Matthiessen, 2014) under the systemic-functional theory. In particular, it suggests that translation should ideally cover three predominant meanings: semantic, pragmatic, and textual. This Hallidayan contextual concept is also redefined as field, mode, and tenor as an underlying theory of recontextualisation in translation (House, 1997). To sum up, translation can be viewed as a reconstructing activity of a source text to a target text to be semantically and pragmatically equivalent.

- (8) I think the questions provided in the OCTAM helped me generate and evaluate my sociolinguistic competence, such as awareness of the field, tenor, and mode of a text. For example, when we were requested to analyse a student presenting a course topic in the classroom, we should be able to identify the presented materials, the relationship between the presenter and audience, and the presenting modes. (Student #13)
- (9) When taking the exam through the OCTAM, I had to always look at a text and its context because I remembered that translation was not a matter of changing the meaning from one language to another. It should consider the

role of context and meaning to be comprehensibly accepted and naturally sounded. They (text, context, speakers and hearers) cannot be separated from each other. (Student #12)

- (10) The OCTAM helped me be aware of the historical background of a text before translating it. For example, I remembered one of my teacher's words in the Intersemiotic Translation course. He said that we should recognise the historical background of a text that we wanted to translate. When we were instructed to translate the website of our university (Universitas Siliwangi), we should have enough knowledge of it, particularly from the historical perspective. (Student #4)

4.5 Raising the Students' Awareness of Translating as a Meaning-Making Practice

Raising the students' awareness of translating as a meaning-making practice is one of the themes identified in this study. Student #3 articulated that his experience while engaging the OCTAM contributed to her knowledge of translation. She could differentiate the translation approaches, such as semantic and communicative translation approaches. Student #3 compared these approaches as a basis for her preferred communicative and semantic translation approaches. She argued that the communicative translation approach helped her focus on readers, naturalness-oriented translation, sentences and paragraphs, and messages. On the other hand, the semantic approach of translation tends to concentrate on author-centred, semantic, and syntactic-oriented translation, words, collocations and clauses, and meaning. This made her understand that translation should emphasise the meaning and message in both source and target texts.

Student #5 added that performing translation practices is affected by the exchange of social and cultural contexts. Like Student #3, Student #5 believed that the communicative approach to translation supports her in interpreting situations, events, objects, and discourses based on her prior knowledge and experience. The course of Intersemiotic Translation enriched her understanding that translation is not a matter of interpreting verbal signs (language) but also non-verbal signs (visual, aural, gestural, etc.). Translation and multimodal studies should have sufficient considerations since the translation should ideally be directed to the meaning-making dynamics of transnational circulation where the semiotic resources are reframed beyond a particular space, time and social group (Adami & Pinto, 2020; Holliday, 1999). Since no standardised regulation exists to interpret signs transnationally, understanding diverse audiences with their heterogeneous cultural and linguistic backgrounds remains crucial (Adami & Pinto, 2020). These facts reinforce the assumption that students have considered translation more than communicating the meaning of a source language to the target language. They may consider it a meaning-making practice (Abdullah et al., 2022; Halliday & Martin, 1993).

- (11) Once I have learned the translation approaches and engaged in the OCTAM, I could make any differences between semantic and communicative translation approaches. The semantic approach to translation concentrates on author-centered, semantic and syntactic-oriented translation, words, collocations and clauses, and meaning. On the contrary, the communicative approach to translation focuses on readers, naturalness, sentences and paragraphs, and messages. From these differences, I prefer the communicative translation approach to the semantic one because its end goal is a meaning and a message. (Student #3)
- (12) Participating in the OCTAM opened my mind and changed my belief that the exchange of social and cultural contexts influences translation. Also, I remembered one of the explanations from the teacher of the Intersemiotic Translation course, saying that translation involves both verbal and non-verbal signs to interpret. (Student #5)

4.6 Facilitating the Students to Correct Grammatical Errors

Facilitating correct grammatical errors has become one of the salient perceptions expressed by the students. Student #4 explained that one of the benefits of applying the OCTAM during the translation assessment was the opportunity to correct grammatical errors. Further, she exemplified that she was accustomed to using Grammarly as an online grammar checker because it offers suggestions for editing grammatical errors, misspellings, and inappropriate style and punctuation. O'Neill and Russel (2019) remarked that Grammarly offers students a more accurate result of corrective feedback than a human rater. Grammarly facilitates teachers to emphasise mainly reviewing macro-level issues (e.g., claims, arguments, conclusions) and optimise in analysing the

micro-level issues (grammatical accuracy, syntactic structure, punctuations, and cohesive devices) (Javier, 2022). Grammarly optimises the translating results to be more linguistically accepted. With this in mind, Student #4 admitted that implementing the OCTAM during the translation assessment helped her enhance her translation competence, notably in terms of the appropriate use of grammatical and syntactical conventions (e.g., English grammar).

Student #11 stated that the OCTAM helped her recheck the grammar of translated texts effectively. She commonly used QuillBot to help her evaluate grammatical errors in her translated texts. She added that QuillBot helped her paraphrase, refine, and reword translated texts. When she translated some sentences from Bahasa Indonesia to English, she produced ungrammatical sentences such as "Atoms are made of even smaller particle. The centre of 'an atoms' is called the nucleus. It is made of particles call protons and neutrons". Initially, she did not realise that the translated sentences were ungrammatically constructed. Nonetheless, after she checked those sentences with QuillBot, she could identify some grammatical errors in her sentences. Specifically, QuillBot showcased four grammatical errors, such as 'smaller particle', 'an atoms', 'call' and the absence of a period at the end of the clause. Once those errors had been identified, QuillBot offered suggestions on how to fix them by clicking only the green button 'Fix All Errors.' Therefore, she considered that QuillBot was very helpful in producing grammatically correct sentences.

Essentially, QuillBot is an artificial intelligence (AI) product that provides suggestions to paraphrase, avoid plagiarism, summarise long sentences, and check grammatical errors (Dale, 2020; Fitria, 2021; Williams & Davis, 2017). Nevertheless, dependence on both Grammarly and QuillBot as automated writing evaluation (AWE) devices may inhibit them from socialising in language learning activities (e.g., asking for help, looking up unknown words, and many others) (Bailey & Lee, 2020). Hence, providing proportional corrective feedback in an automated and manual way remains crucial.

- (13) I think the OCTAM gave me the advantage of correcting my grammatical errors after translating a text. It gave me a chance to edit my errors, misspellings, and inappropriate use of style and punctuation. I usually use Grammarly to help me fix my grammatical errors. (Student #4)
- (14) While participating in the OCTAM, I used QuillBot to help me recheck my grammatical errors after translating texts. I used it because it helped me detect errors which I could not detect myself, such as the sentence pattern 'Atoms are made of even smaller particle. The center of an atoms is called the nucleus. It is made of particles call protons and neutrons.' However, after using QuillBot, I could identify my errors and edit them, such as smaller particle, an atoms, call and the absence of a period at the end of the clause. I just needed to click the green button 'Fix All Errors' to edit them automatically. (Student #11)

4.7 Creating a Lesser Anxious Test Atmosphere

Creating a less anxious test atmosphere is another point that some students have regarding the implementation of the OCTAM. Student #2 agreed that participating in the OCTAM can mitigate her test anxiety. She contended that the OCTAM helped her complete the test in her house without being disturbed by disruptive classroom situations, such as cheating, noise and distracting invigilators. Even though the teacher acted as the invigilator and supervised her through Zoom, she still felt comfortable, unlike in the classroom-based test.

Student #3 explained that the OCTAM enabled him to have a less anxious test situation since he could focus on the accomplishment of the OCTAM well. He could manage time, recall his memory, select appropriate strategies to answer the questions and optimise using a dictionary and other supporting tools (Thesaurus, online *Kamus Besar Bahasa Indonesia* [Indonesian Dictionary], and others). However, Student #3 viewed the implementation of the OCTAM from two perspectives (the strengths and weaknesses). He pointed out that the strength of adopting the OCTAM was that it helped him reduce his test anxiety since he was not under pressure to answer the questions. On the other hand, using the OCTAM to assess the students' translation competence risks potential violations of the test regulations, such as cheating through social media, using machine translation, and using 'pen for hire'.

The emergent investigative findings are relevant to the notion of foreign language classroom anxiety (hereafter, FLCA) proposed by Horwitz (1986). He claims that FLCA occurs due to three salient factors, namely communication apprehension, fear of negative evaluation, and test anxiety. Test anxiety is the propensity to a deficient perception in an evaluation (Russell, 2020; Sarason, 1984). Dewaele et al. (2018) believe that foreign language anxiety indicates disturbed and unhappy feelings while learning and taking a test. Hence, several students prefer to engage in online learning and testing practices to gain a secure situation and an anonymous identity (Pichette, 2009; Yundayani et al., 2021). Nonetheless, online language learning and testing activities require students to have well-prepared plans, effective strategies for help-seeking, and a willingness to learn in isolated situations, both in physical and psychological aspects (Hidayati et al., 2022; Russell & Murphy-Judy, 2020).

- (15) I feel that joining the test in the OCTAM can reduce my anxiety. It was because by applying OCTAM, I could do it in my own house without any distractions, such as cheating, noise and invigilators. Although the invigilator watched us in the OCTAM, I still felt more comfortable than the test in the classroom. (Student #2)
- (16) Basically, I could manage my time, recall my memory and choose suitable strategies to answer questions in the OCTAM. Besides, I was allowed to use a dictionary, thesaurus and *Kamus Besar Bahasa Indonesia* online [online Indonesian Dictionary]. These helped minimise my test anxiety. On the contrary, though it offered many benefits, it potentially invited unexpected violations of the test regulations, such as cheating through social media, the use of machine translation, and test faking hiring. (Student #3)

4.8 Generating the Students' Multimodal Communicative Competence (MCC)

The last point expressed by the students after participating in the OCTAM was that it generated their multimodal communicative competence (hereafter MCC). As an illustration, Student #12 reported that the OCTAM helped her apply various modes of communication to translate. She understood that a text was not only limited to a spoken (a lecture, a speech, and an interview transcript) and written text (a book chapter, a newspaper, a research article, etc.) but also multimodal texts, such as a TV program, a website, a poster, and a painting. She claimed that she could translate a text multimodally. She revealed that her knowledge and competence in translation increased after learning translation during the Intersemiotic Translation course and joining the OCTAM.

In the same way, Student #7 stated that participating in the OCTAM helped him broaden his insight and experiences in translating practices. He illustrated that the source of meaning refers not only to a linguistic dimension where verbal communication generally takes place but also to other dimensions (e.g., visual, auditory, kinesthetic, gestural, and spatial). He added that knowing the concepts and practices during Intersemiotic Translation shifted his translating paradigm from language-based to multimodality. Another relatively similar perception was communicated by Student #8, affirming that the OCTAM activates his multisensory modes. Specifically, he elaborated that the practices and questions served by the OCTAM indirectly led him to employ his multiple senses, although not the entire five senses (e.g., seeing, hearing, smelling, touching, and tasting). For instance, he and his classmates were assigned to translate and remake an Indonesian song into English. In this case, they translated the lyrics and sang their translated version with the same music. Briefly, this task empowered them to adjust the arrangement (e.g., reharmonisation, melodic paraphrasing, orchestration, or formal development) and the basic structure of music (e.g., intro, verse, pre-chorus, chorus, and bridge).

The abovementioned practices manifest how Multimodal Communicative Competence (hereafter, MCC) has significantly contributed to the students' translating performances (Abdullah et al., 2022; Royce, 2002). This competence enables students to understand the combination of semiotic modes to make meaning in both source and target texts (Royce, 2002). Students are motivated to make meaning in a linguistic mode and other modes, such as visual, auditory, spatial, gestural, and kinesthetic (Abdullah et al., 2022; Kress & van Leeuwen, 2006). Therefore, MCC requires that meaning derives from and discourses represented from the information and knowledge (Jewitt & Kress, 2003).

- (17) The OCTAM helped me use a variety of modes of communication to translate. I could understand that a text was not only spoken like a lecture, a speech, an interview transcript, etc. and written text like a book chapter, a newspaper, a research article and so on, but it was also multimodal, such as a TV program, a website, a poster, a painting and so forth. (Student #12)
- (18) I realised that joining the OCTAM facilitated me to widen my insight and enrich my experiences in translation. As evidence, before taking the Intersemiotic Translation course, I knew only the linguistic meaning. It was where language was the sole source of meaning. However, I was mistaken. There were other sources to make meaning, such as pictures, audio, movements, gestures and spaces. More importantly, joining the OCTAM changed my way of thinking in translation from linguistic aspects only to multimodal aspects. (Student #7)
- (19) The OCTAM taught me to use my five senses while translating a text. My teacher called it multisensory modes. The process of seeing, hearing, smelling, touching, and tasting was very influential during the translating activities. When we were required to translate an Indonesian song to English, we were required to translate it and perform the song with the relatively same music. (Student #8)

5. CONCLUSION

This study has explored the students' perceptions of implementing the online communicative translation assessment model (OCTAM) in the classroom. The findings revealed that the OCTAM provided students with an effective translation assessment model, coped with their limited English vocabulary, guided them to focus on knowledge of form, function, and meaning of both source and target texts, offered them a more contextual translation test, raised their awareness of translating as a meaning-making practice, facilitated them to correct grammatical errors, created a lesser anxious test atmosphere, and generated their multimodal communicative competence.

The present study provides valuable contributions to the theoretical underpinnings of pedagogical translation, particularly in the context of English as a foreign language (EFL). In this context, it comprehensively depicts the urgency of understanding the students' perceptions on implementing the OCTAM in the classroom and applying appropriate online communicative translation assessment. Additionally, it complements a well-established translation studies theory by promoting a more ground-breaking paradigm of translation quality assessment (TQA). From a practical point of view, this study recommends essential information for the TESOL practitioners, linguists, and language students about the students' perceptions of the implementation of the OCTAM in the classroom. Besides, it highlights the essential roles of the OCTAM that they need to assess their translation quality. Empirically, this investigative effort extends the body of research on utilising the OCTAM in language education, such as English language teaching practices. In particular, this provides empirical insights into designing an assessment model based on the students' perceptions of their translation learning practices.

Although this research informs influential findings, shortcomings have been identified, such as a non-triangulated data collection technique (e.g., semi-structured interviews) and a one-sided perspective of investigated participants (e.g., students). Future studies are expected to employ triangulated data collection (e.g., semi-structured interviews, surveys, and document analyses) and engage a wider perspective of participants (e.g., teachers, policymakers, and related stakeholders). Therefore, the credibility, dependability, transferability and confirmability of the upcoming studies can be enhanced.

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