ISSUES OF BLENDED TRANSLATION TEACHING IN HIGHER EDUCATION: A SYSTEMATIC LITERATURE REVIEW (SLR)

Ayu Bandu Retnomurti[1], Yumna Rasyid[2], Ratna Dewanti[3]

[1]Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Indraprasta PGRI
[1,2,3]Doktor Linguistik Terapan, Universitas Negeri Jakarta
[1]ayubandu@gmail.com, [2]yumna.rasyid@unj.ac.id, [3]ratna.dewanti@unj.ac.id

Abstrak

Pengajaran campuran berlaku di kalangan universitas. Mode pengajaran ini dapat meningkatkan efektivitas pelatihan penerjemahan dan memfasilitasi pembangunan disiplin penerjemahan. Dalam bidang penerjemahan, kurangnya sumber daya teknis penerjemahan dan penerapannya yang tidak tepat menjadi prioritas utama. Menanggapi permasalahan tersebut, penelitian ini bertujuan pada tinjauan literatur sistematis: untuk memperjelas konsep "blended teaching"; untuk membangun platform pengajaran online; untuk meningkatkan sistem manajemen dan evaluasi terkait pengajaran campuran dalam Penerjemahan. Metode penelitian yang digunakan adalah SLR dan protokol PRISMA melalui tahapan yang didukung oleh aplikasi Publish or Perish 7, Mendeley, VOSviewer, dan NVIVO 12 Plus. Mengenai hasil pencarian di Scopus, Google Scholar; Semantic Scholar, dan Crossref, ditemukan 875 artikel, kemudian disaring berdasarkan topik menjadi 35 artikel. Temuan topiknya adalah blended instruction teaching, perguruan tinggi, pengertian, jenis, dan dampak blended teaching, flipped teaching, flip class, pengajaran jarak jauh dari dosen, pengajaran jarak jauh, pengajaran aktif, pengajaran daring atau daring, dan tatap muka. saling berhubungan baik secara langsung maupun tidak langsung. Ke-35 artikel dari tahun 2019 hingga 2023 dianalisis sesuai topik yang ditentukan melalui NVIVO 12 Plus, dan hasilnya diuraikan sesuai pertanyaan penelitian. SLR ini mengedepankan solusi: memperjelas konsep "*blended teaching*"; untuk membangun platform pengajaran online; dan meningkatkan sistem manajemen dan evaluasi terkait *blended teaching* di perguruan tinggi.

Kata Kunci: Masalah; Campuran; Pengajaran Penerjemahan; Pendidikan Tinggi; Tinjauan Pustaka Sistematis.

Abstract

Blended teaching is prevailing among universities. This teaching mode can improve translation training effectiveness and facilitate the construction of translation discipline. As far as the translation field is concerned, the lack of translation technical resources and their inappropriate application are at the forefront. In response to these problems, this research aims on a systematic literature review: to clarify the concept of "blended teaching"; to build an online teaching platform; to improve the management and evaluation system related to blended teaching in Translation. The research method used is SLR and the PRISMA protocol through the stages which are supported by Publish or Perish 7, Mendeley, VOSviewer, and NVIVO 12 Plus applications. Regarding search results on Scopus, Google Scholar; Semantic Scholar, and Crossref, 875 articles were found, then filtered according to topic to 35 articles. The topic findings are blended translation teaching, higher education, definition, types, and impact of blended teaching, flipped teaching, flip classroom, distance teaching from a lecturer, distance teaching, active teaching, online or online teaching, and face-to-face faces, directly or indirectly interconnected. The 35 articles from 2019 to 2023 were analyzed according to the topics determined through NVIVO 12 Plus, and the results were described according to the research questions. This SLR puts forward

solutions: to clarify the concept of "blended teaching"; to build an online teaching platform; and to improve the management and evaluation system related to blended teaching in higher education.

Keywords: *Issues; Blended; Translation Teaching; Higher Education; Systematic Literature Review.*

INTRODUCTION

Universities have adopted blended teaching as the predominant practice. The effectiveness of translation training can be enhanced by using this teaching approach, which can help to develop translation discipline (Anchunda & Kaewurai, 2022; Heilporn et al., 2021). Blended teaching is encountering increasing difficulties (Gerber & Tobias, 2020). Generally, the blended teaching approach poses challenges such as inadequate comprehension of the concept of "blending", inadequate online and offline integration, and teacher-focused approaches rather than student involvement. However, When it comes to the field of translation, a significant gap exists between the available translation technology and inadequate utilization (Lander, 2015). This systematic literature review proposes to address these issues or problems by defining blended teaching, developing an online teaching platform, and completing the management or evaluation system related to mixed education. In recent years, the rapid development of information technology has provided opportunities for and injected vitality into the reform of higher education (Marie, 2021; Makhachashvili & Semenist, 2021; Miyazoe & Anderson, 2010, 2012). Blended teaching is being carried out in colleges and universities. Combining characteristics of translation discipline and modern educational technology, blended teaching of translation aims to improve translation training effectiveness and facilitate the construction of translation curriculum (Pushkina, 2023). However, there are still many problems in the context of blended teaching in translation. On the one hand, the concept of blended teaching is not clear to many teachers, which leads to various problems in the implementation of blended teaching (Limantoro, 2017). On the other hand, there is a new trend of "technicalization, digitalization, professionalization and marketization" in translation education, while translation teaching has not yet made a timely response (Musyarrofah, 2019). By objectively analyzing these problems and taking corresponding measures can translation teaching truly adapt to the development trend of modern education and cultivate qualified translators needed by society. Many scholars have discussed the issue of online teaching (learning) and blended education. However, they didn't touch the fundamental problems that existed in blended teaching (Zhang, 2021). Some scholars discussed the problems in translation teaching. However, they don't have much consideration of information technologies that can have a great influence on the development of the translation discipline (Ramakrisnan et al., 2012). Considering that this systematic literature review discusses the fundamental problems in blended teaching and the problems of translation teaching technologies respectively, it proposes comprehensive solutions. Therefore, research that addresses the problem of blended translation teaching in higher education using the systematic literature review (SLR) method from 2019-2023 is still minimal.

There are three general issues or problems in Blended translation teaching. First is the inaccurate concept of Blended Teaching can be explained as the connotation of "blending". It is generally believed that "blending" refers to the deep integration of information technology and teaching. This deep integration will promote fundamental changes in teaching content, methods, means, evaluation, and so on. Some scholars have suggested that "online and offline learning are fully integrated and interact, leading to major changes in educational philosophy and curriculum design. Therefore, the teaching mode is student-centered" (Rivera, 2019, p. 48). However, due to the deep-rooted traditional teaching concepts, although many teachers have realized the positive role of information technology in teaching, the application of information technology in teaching is still not wide. Some teachers rely heavily on the software WeChat and QQ to carry out their teaching. MOOC and flipped classrooms have not been fully implemented. "Although many colleges and universities including some 'double first-class' ones have built smart classrooms, they hardly play roles in blended teaching" (Sosnina, 2018). Teachers still cling to traditional teaching ideas despite the modern technologies and equipment. It can be safely said that if the teaching philosophy is not updated, no matter what technologies and means are involved, the teaching modes are not changed (Alasraj & Alharbi, 2014).

Second is low integration of online and offline teaching such as Blended teaching is usually composed of online and offline teaching. However, these two parts are not unrelated and distinct, but complementary and integrated. The interactive integration of online and offline teaching reflects the "blending" nature of blended teaching. Ideally, online and offline teaching should support each other and cooperate organically to form integrated blended teaching (Sari, 2018; Kutsa & Karanevych, 2019). However, in reality, the connection between online teaching and offline teaching is poor, or even completely separated. For example, some people regard pre-class previews and after-class reviews as online learning and other parts of offline teaching. Some equate online teaching with online resource uploading, online homework submission, and other platform functions. These blended teachings have a low degree of integration between online and offline. The connection between the two is not smooth, even completely disjointed. In terms of teaching content, there is a lack of scientific and rational distribution of online and offline teaching content. In terms of the teaching process, first of all, there are fewer online teaching activities, less online interaction between teachers and students, and the communication is not timely. Secondly, the teaching process lacks systematic Ness and fluency. Offline teaching activities are self-contained, and there is no unity and continuity with online teaching activities. Thus, it is difficult to give full play to the advantages of blended teaching and form a new teaching mode (Alowedi, 2020).

Third is the relationship between Teacher-Centered Learning and not Student-Centered Learning which can be made the main part of teaching activities and learning autonomy as well as their enthusiasm for learning as a prerequisite for successful teaching. Compared with traditional teaching, blended teaching requires students to invest more time and energy and requires students to learn independently and actively. In essence, blended teaching is conducive to releasing students' learning autonomy and mobilizing their learning enthusiasm and participation. Students learning autonomy is reflected in the fact that students can choose when and where to learn; students learn with study tools that adapt to their capabilities; students will accept more project-based learning; students acquire knowledge through field experiences such as internships, guided projects, and collaborative projects. However, in most blended teaching, students'

learning enthusiasm and autonomy have not been released. For example, in online learning, students seldom take the initiative to consult relevant references and explore relevant content independently. In offline learning, it is still "teacher-centered", not "student-centered". Students' roles have not been highlighted, and students' passive learning is quite common. Students have indeed been influenced by the traditional exam-oriented education for a long time, and they are not accustomed to autonomous learning and inquiry learning. However, teachers have not played a positive role in guiding, inspiring, and supervising curriculum design and teaching management, which is an urgent problem to be solved in blended teaching (Chen, 2022; Secară et al., 2009).

The current landscape of translation teaching in higher education has witnessed a growing integration of blended learning approaches, combining traditional classroom instruction with online resources. Despite this trend, there exists a noticeable gap in the systematic examination of challenges and issues encountered in the implementation of blended translation teaching methodologies. This research aims to address this gap by conducting a comprehensive systematic literature review, shedding light on the unresolved issues, pedagogical concerns, and potential improvements associated with blended translation teaching in higher education. Then, the research questions can be formulated into: (1) What is the concept of blended translation teaching in higher education that becomes a problem for students when learning Translation as reported by previous work?; (2) What are the problems faced by students when learning Translation between online and offline components in blended translation teaching as reported by previous work? and (3) What are the problems faced by educators when teaching Translation technology resources utilized as reported by previous work? Besides, the purposes are (1) to explain the concept of blended translation teaching in higher education that becomes a problem for students when learning Translation as reported by previous work; (2) to explain the problems faced by students when learning Translation between online and offline components in blended translation teaching as reported by previous work and (3) to explain the problems faced by educators when teaching Translation technology resources utilized as reported by previous work.

RESEARCH METHOD

Research Design

The SLR method is applied in this research by presenting descriptions, reviews, and analyses of issues or problems as well as solutions provided in blended translation teaching in higher education (Sun, 2014; Tang, 2013). Concerning the stages of identifying, filtering, testing feasibility, entering data, analyzing, and presenting it in narrative form, this research applies the preferred reporting items for systematic reviews and meta-analysis (PRISMA) reporting technique (Thomas & Arun, 2012; TSOI, 2009). The flow carried out is identification, screening, eligibility, and inclusion objectively according to the results of data reviewed in recent articles related to the topics specified above (Vasilyeva, 2020; Thomas & Arun, 2012).

Inclusion and Exclusion Criteria for Publication Selection

In the inclusion and exclusion criteria for selecting publications, six things are carried out, namely articles indexed in the Scopus database; The articles searched were based on the topic of blended learning in Translation in higher education; the Publish or Perish 7 application is used as a literature search medium in the Scopus; Google Scholar;

Semantic Scholar and Crossref database by entering the API Key; The literature studied focuses on scientific articles, papers, conference proceedings, book chapters, and dissertations; Articles use Indonesian and English; and publication of articles is limited to 2019-2023.

Screening and Eligibility Assessment for Data Analysis

Literature screening from Scopus was carried out on October 10, 2023, with the help of the Publish or Perish 7 application. Filtering was carried out on aspects of the title, abstract, and keywords that were specific to the theme and not too general. The search results obtained 875 articles from Scopus; Google Scholar; Semantic Scholar and Crossref with details in Table 1.

Of the 875 articles found, similar articles were sorted, and 47 articles remained. Next, the 35 selected articles were entered into Mendeley, saved in RIS format, and then entered into the VOSviewer version 1.6.17 application to map the initial network of theme relevance. The steps to enter VOSviewer are to open the application and select the menu to create a map based on reference data; read data from the file reference manager; select files from folders; select the type of analysis and calculation method, namely analysis type: co-occurrence, analysis unit: keyword, and calculation method: full calculation; and verify the selected keywords (Yajie & Jumaat, 2023; Huynh & Nguyen, 2019). Based on the results of the analysis of general issues or problems in blended translation teaching; issues or problems in blended translation teaching technology and blended translation teaching solutions show very complex association patterns in Figure 1 and visualization of the distribution of articles based on keywords in VOSviewer in Figure 2.

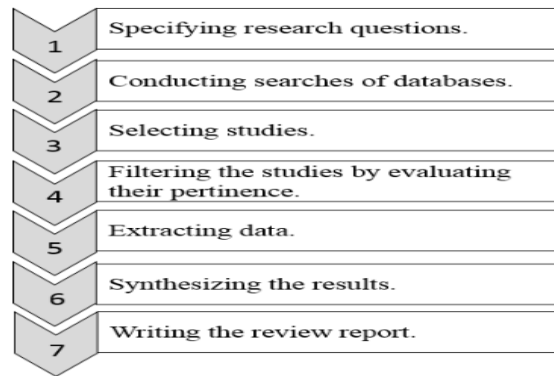Figure 1. Initial Network Visualization

Figure 2. Systematic Literature Review (SLR) Process

Figure 3. Visualizing the Distribution of Articles Based on Keyword.

Figure 1 - Figure 3 shows that the issues or problems raised in blended translation teaching in higher education are very close to several other study themes such as blended teaching, translation teaching, higher education, issues or problems, causes, consequences, and solutions. Several keywords that are closely related to this research topic are the Study of blended translation teaching, lecturer and student involvement, higher education, e-learning, translation process, translation, online or offline, and teaching media (Wilson-armour, 2020).

PRISMA Flow Diagram

In this research, the researchers used the PRISMA technique when searching for articles through four stages. These stages are identification, screening, eligibility, and inclusion (Valenti & Galimberti, 2015). The search stages using the PRISMA flow diagram are explained in Figure 3. A total of 875 articles were found in the Scopus database via Publish or Perish 7. The articles were then checked for similarities based on keywords, and 234 articles remained, while 641 similar articles were sorted. Article searches focus on the Scopus database so that similarities can be seen in the keywords used. Of the 234 articles, 155 irrelevant reports were sorted separately, leaving 77 articles, then 55 full-text articles were selected, and the remaining 35 articles were by the research questions in terms of title, abstract, keywords, and comprehensive article substance. (Yang, 2021; Hubackova et al., 2011). Next, the articles were entered into Mendeley and saved in RIS format, then entered into the NVIVO 12 Plus application for analysis and review. The results are presented by formulating the problem in the research. Below is the Figure 4 Prisma flow diagram for systematic reviews.
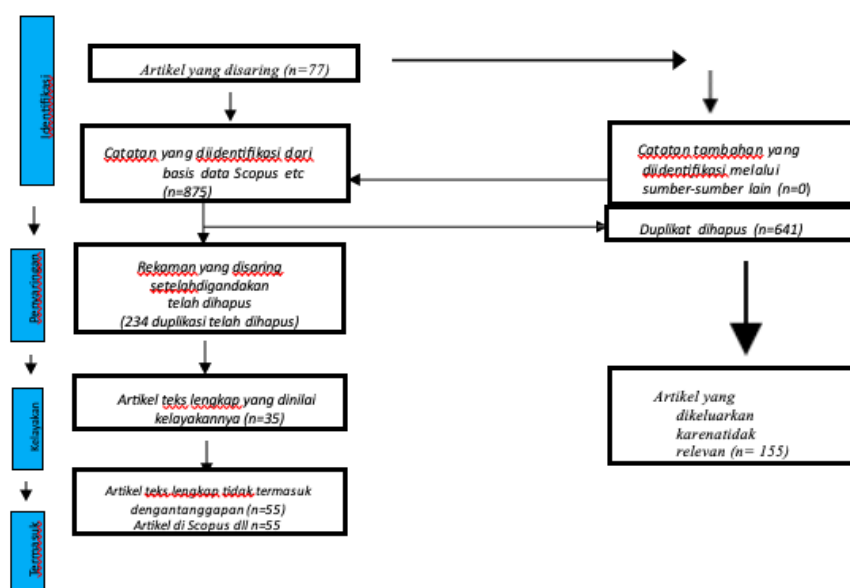
Figure 4. PRISMA flow diagram for systematic reviews

RESULT AND DISCUSSION

Result

After the results are obtained from the NVIVO 12 Plus application, it is necessary to present the findings of 35 articles according to research, methodology, country, and relevance to research questions (RQ) such as (1) What is the concept of blended translation teaching in higher education that becomes a problem for students when learning Translation as reported by previous work? (2) What are the problems faced by students when learning Translation between online and offline components in blended translation teaching as reported by previous work? (3) What are the problems faced by educators when teaching Translation technology resources utilized as reported by previous work? The methodology column describes the issues of Blended teaching used in the article in Table 1 below. The country where the study was conducted is specified in the country column in Table 2 presents eight main issues below. The Research Question (RQ) column describes the article's relevance to the research question posed in this research (Ahmed, 2019).

Table 1 Article results from the Scopus; Google or Semantic Scholar;
Crossref database: Publish or Perish 7

No	Keywords	Quantity
1	Blended teaching in higher education	20 articles
2	Blended teaching in Translation learning	2 articles
3	Blended teaching	4 articles
4	Blended teaching in translation	3 articles
5	Teaching translation in Blended	2 articles
6	Blended teaching translation in higher education	2 articles
7	Blended in translation	2 articles
	Total	35 articles

Table 2 Findings of 35 selected articles from Scopus; Google or Semantic Scholar;
Crossref: Publish or Perish 7

No	Issues	Country	RQ
1	Inaccurate Concept of Blended Teaching	Japan	3.1
2	Low Integration of Online and Offline Teaching	Brazil	3.1
3	Teacher-centered instead of Student-centered Learning	Finland	3.2
4	Lack of Technical Resources for Translation Education	Indonesia	3.2
5	Insufficient Application of Translation Education Technologies	Australia	3.3
6	The unclear Concept of "Blending" and Innovating the Philosophy of Translation Teaching	Indonesia; China	3.3
7	The weaknesses of Platform Construction and Update Translation Education Technology	Indonesia; Russian	3.3
8	The lack of establishment of Supporting Management and Evaluation System for Blended Teaching Indonesia, Turkey		3.3

Discussion

Based on eight results of issues regarding blended teaching of Translation in higher education from the SLR research above, the research questions can be answered below in the discussion part.

(RQ1) What is the concept of blended translation teaching in higher education that becomes a problem for students when learning Translation as reported by previous work? From research question number 1, it can be answered that the concept of blended translation teaching in higher education refers to a learning approach that combines traditional face-to-face teaching with online learning components (Alowedi, 2020). Previous articles highlight the issues in the inaccurate concept of Blended Teaching in some of the challenges students face in this context in Japan and Brazil. Issues include integrating technology in language learning, maintaining engagement in virtual and physical environments, adapting to diverse learning styles, and managing the balance between online and offline components. Additionally, research has reported concerns regarding the effective use of digital tools for translation practice, collaborative activities, and assessment in blended learning environments. Understanding these challenges is critical to improving the design and implementation of blended translation teaching strategies in higher education (Chen, 2022). The first issue of knowledge about blended translation teaching in higher education can be gained through various means, such as analyzing the definitions of "distance learning" and "blended learning" and understanding the advantages and efficiency of using these approaches in professional training. Whereas, General issues in Blended Teaching such as the Inaccurate Concept of Blended Teaching. As for the connotation of "blending", it is generally believed that "blending" refers to the deep integration of information technology and teaching. This deep integration promotes fundamental changes in teaching content, methods, means, evaluation, and so on. According to some experts, the complete integration and interaction of online and offline learning will bring about significant changes in educational philosophy and curriculum design, resulting in instruction that prioritizes students (Alzahrani & O'Tooley, 2017). However, due to the deep-rooted traditional teaching concepts, although many teachers have realized the positive role of information technology in teaching, the application of information technology in teaching is still not wide. Some teachers rely heavily on the software WeChat and QQ to carry out their teaching. MOOC and flipped classrooms have not been fully implemented. Despite offering two first classes in universities, smart classrooms do not affect blended education. Teachers still cling to traditional teaching ideas despite the modern technologies and equipment. It can be safely said that if the teaching philosophy is not updated, no matter what technologies and means are involved, the teaching modes will

not change. This SLR showed that the study conducted at the V. O. Sukhomlynskyi Mykolaiv National University analyzed the definitions of "distance learning" and "blended teaching" to gain knowledge about blended translation teaching in higher education. The study aimed to identify the problems of using these approaches in the professional training of future primary school teachers and highlighted the importance of infrastructure, the institution's management, and Its encouragement, admiration for, and evaluation of programs in higher education institutions. In conclusion, Students are the main body of teaching activities, and their learning autonomy and enthusiasm for learning are preconditions for successful teaching. Compared with traditional teaching, blended teaching requires students to invest more time and energy and requires students to learn independently and actively. In essence, blended teaching is conducive to releasing students' learning autonomy and mobilizing their learning enthusiasm and participation. Students learning autonomy is reflected in the fact that students can choose when and where to learn; students learn with study tools that adapt to their capabilities; students accept more project-based learning; students acquire knowledge through field experiences such as internships, guided projects, and collaborative projects. However, in most blended teaching, students' learning enthusiasm and autonomy had not been released. For example, in online learning, students seldom take the initiative to consult relevant references and explore relevant content independently (Gerber & Tobias, 2020). In offline learning, it was still "teacher-centered", not "student-centered" (Zhang, 2021, p. 204; Cheung, 2021; Lou et al., 2013; Nasr, 2022; Ning & Ban, 2022). Students' roles had not been highlighted, and students' passive learning was quite common. Students had indeed been influenced by the traditional exam-oriented education for a long time, and they were not accustomed to autonomous learning and inquiry learning. However, teachers did not play a positive role in guiding, inspiring, and supervising curriculum design and teaching management, which was an urgent problem to be solved in blended teaching (Wilson-armour, 2020). The second issue of the integration between online and offline components in blended translation teaching can be observed in studies that explore the use of technology in higher education. For example, the implementation of blended synchronous teaching and learning in a university in Hong Kong demonstrates that students positively rated the integration of online and offline components based on personalized to their preferences, the superior quality of the technology employed, and the advantages obtained. The combination of online and offline education is typically referred to as blended teaching. However, these two parts are not unrelated and distinct, but complementary and integrated (Chen, 2022). The interactive integration of online and offline teaching reflects the "blending" nature of blended teaching. Ideally, online and offline teaching should support each other and cooperate organically to form an integrated blended teaching. However, in reality, the connection between online teaching and offline teaching is poor, or even completely separated. Present findings from the Article Blended Teaching Translation in Higher Education discuss the challenges and shortcomings of the integration between online and offline components in blended translation teaching described that some people regard pre-class previews and after-class reviews as online learning, and other parts of offline teaching (Thomas & Arun, 2012; Su, 2021). Some equate online teaching with online resource uploading, online homework submission, and other platform functions (Alowedi, 2020). These blended teachings have a low degree of integration between online and offline. The connection between the two is not smooth, even completely disjointed. In terms of teaching content, there is a lack of scientific and rational distribution of online and offline teaching content (Sosnina, 2017; 2018). In terms

of the teaching process, first of all, there are fewer online teaching activities, less online interaction between teachers and students, and the communication is not timely. Secondly, the teaching process lacks systematicness and fluency. Offline teaching activities are self-contained, and there is no unity and continuity with online teaching activities, it highlights the fragmented nature of the teaching process, where offline and online activities lack unity and continuity (Gerber & Tobias, 2020; Nitzke et al., 2019). Thus, it is difficult to give full play to the advantages of blended teaching and form a new teaching mode. This SLR showed that the study conducted at a university in Hong Kong proposed an alternative blended teaching and learning approach to solve practical problems defined in the context of a traditional classroom. The study used a three-round action research approach to improve the effects of blended synchronous teaching and learning. The students positively rated the implementation of blended teaching according to their needs, the quality of the technologies adopted, and the benefits gained (Alowedi, 2020).

(RQ2) What are the problems faced by students when learning Translation between online and offline components in blended translation teaching as reported by previous work? From research question number 2, it can be answered that the systematic literature review (SLR) aimed to investigate the challenges encountered by students engaged in blended translation teaching, specifically focusing on the integration of online and offline components. Through a comprehensive analysis of existing literature, several recurring problems were identified. Here are the problems faced by students in the article Blended Teaching in Translation from Finland and Indonesian such as Lack of Technological Competence; Students often face challenges in adapting to and effectively utilizing the technological tools employed in blended translation teaching. Issues related to a lack of technical skills, limited access to necessary devices, and inadequate digital literacy hinder the seamless integration of online components into the learning process (Thomas & Arun, 2012; Su, 2021). Communication Barriers: the shift between online and offline modes of instruction can lead to communication breakdowns between students and instructors. Ambiguities in online instructions, limited opportunities for real-time interaction, and challenges in seeking clarification contribute to difficulties in the learning process (Thomas & Arun, 2012; Su, 2021). Motivational Issues: The absence of face-to-face interactions and a physical classroom environment in online components can result in reduced student motivation. Students may struggle with self-discipline, time management, and maintaining engagement, which can impact their overall learning experience and achievement in translation studies (Thomas & Arun, 2012; Su, 2021). Ineffective Assessment Methods: Blended translation teaching often involves a combination of online and offline assessments. However, designing effective assessment methods that accurately evaluate both online and offline learning components poses a challenge. Issues may arise in ensuring the validity and reliability of assessments, potentially impacting the fairness of grading. Resource. Disparities in access to resources, such as reliable internet connectivity and suitable learning materials, contribute to inequalities among students (Sosnina, 2017; 2018). This can affect the effectiveness of blended learning, particularly when students from different socio-economic backgrounds or geographical locations are involved. Integration of Translation Technologies; The incorporation of translation technologies in blended teaching may present challenges. Students may struggle to adapt to new tools or experience difficulties in integrating these technologies into their translation processes, affecting the overall quality of their work. Limited Interactivity in Online Components; Some studies reported challenges related to

the limited interactivity in online components of blended translation teaching. The absence of dynamic discussions, collaborative activities, or real-time feedback can hinder the development of essential translation skills (Thomas & Arun, 2012; Su, 2021). By addressing these identified challenges, educators and institutions can refine their blended translation teaching methodologies, fostering a more effective and inclusive learning environment for students in higher education (Thomas & Arun, 2012; Su, 2021). In the systematic literature review (SLR), the investigation revealed significant challenges encountered by students in blended translation teaching, particularly in navigating the interplay between online and offline components. Two prominent issues were identified in the existing literature. Third issue of Teacher-centered instead of Student-centered Learning; Many studies highlighted a prevalent issue where blended translation teaching tends to lean towards a teacher-centered approach rather than adopting a student-centered learning model. The imbalance in instructional methods negatively impacts students' engagement and autonomy in the learning process. The literature indicates that a teacher-centered approach may limit students' opportunities for active participation, critical thinking, and self-directed learning. This imbalance can hinder the development of essential translation skills and may result in a less effective learning experience for students (Alowedi, 2020). Fourth issue of Lack of Technical Resources for Translation Education; A significant hurdle reported in the literature is the inadequacy of technical resources for translation education within the blended learning environment. Insufficient access to relevant tools, software, and technology platforms designed to support translation exercises and activities can impede students' ability to grasp the practical aspects of translation. This issue is compounded by the dynamic nature of the translation field, where staying updated with the latest tools and technologies is crucial. The research indicates that the absence or outdated nature of technical resources may hinder students' proficiency in utilizing technology for translation tasks, affecting their overall learning outcomes (Alowedi, 2020). By addressing these challenges, future initiatives in blended translation teaching can strive to adopt more balanced instructional approaches, emphasizing student-centered learning, and addressing the technical resource gaps to enhance the effectiveness of translation education in higher education settings (Yajie & Jumaat, 2023; Galán-Mañas & Albir, 2010).

(RQ3) What are the problems faced by educators when teaching Translation technology resources utilized as reported by previous work? From research question number 3, it can be answered that the fifth issue of Insufficient Application of Translation Education Technologies is the literature from Australia, Indonesia, China, Russia, and Turkey reveals challenges associated with the inadequate incorporation of translation technology resources into blended teaching methodologies. Educators may face difficulties in effectively integrating these tools into their instructional strategies, hindering the seamless incorporation of technology to enhance translation education. This issue may stem from a lack of awareness, training, or institutional support (Gerber & Tobias, 2020; Nitzke et al., 2019). Sixth issue of the Unclear Concept of "Blending" and Innovating the Philosophy of Translation Teaching; Previous studies suggest that educators encounter challenges in defining and implementing the concept of "blending" in translation teaching. The ambiguity surrounding the integration of traditional and technology-driven approaches may lead to confusion among educators, affecting the overall effectiveness of blended teaching. Additionally, innovation in the philosophy of translation teaching may face resistance or skepticism, impeding the successful adoption of new methods(Gerber & Tobias, 2020; Jiang, 2017). Seventh issue of Weaknesses of

Platform Construction and Update Translation Education Technology; Educators may grapple with deficiencies in the design and maintenance of platforms used for translation education technology. Previous research highlights issues such as outdated software, limited functionalities, or inadequate technical support. These weaknesses can impede the smooth operation of blended teaching, negatively impacting the learning experience for both educators and students (Thomas & Arun, 2012; Su, 2021). Eight issues of Lack of Establishment of Supporting Management and Evaluation System for Blended Teaching; Previous work indicates that the absence of a robust supporting management and evaluation system poses challenges for educators implementing blended translation teaching. The lack of clear guidelines, assessment criteria, and institutional support mechanisms may hinder educators from effectively managing and evaluating the blended learning environment. This gap could result in inconsistencies, difficulties in tracking student progress, and a lack of accountability in the teaching process (Yajie & Jumaat, 2023; Galán-Mañas & Albir, 2010). By addressing these issues, educators and educational institutions can develop strategies to overcome challenges in blended translation teaching, fostering a more effective and seamless integration of technology in the translation education landscape (Zhang, 2021; Cheung, 2021; Lou et al., 2013; Nasr, 2022; Ning & Ban, 2022).

CONCLUSION

The systematic literature review (SLR) on the issues of blended translation teaching in higher education has provided valuable insights into the challenges and opportunities associated with integrating technology and traditional methods in translation instruction. The synthesis of existing research has illuminated various facets of blended translation teaching, shedding light on both its advantages and drawbacks. The findings of this research contribute to a comprehensive understanding of the current landscape of translation education, providing a foundation for future research and improvements in instructional practices. The main findings such as the Inaccurate Concept of Blended Teaching related to previous research reveal a prevalent issue with an inaccurate understanding of blended teaching, leading to misconceptions about its application in translation education. Low Integration of Online and Offline Teaching related to the findings highlights a significant challenge in achieving seamless integration between online and offline components, affecting the overall effectiveness of blended translation teaching. Teacher-centered instead of Student-centered Learning related to the literature suggests a tendency towards teacher-centered approaches, potentially hindering student engagement and active participation in the learning process. Lack of Technical Resources for Translation Education related to issues arising from insufficient access to and utilization of technical resources, impeding the development of necessary skills and knowledge in translation education. Insufficient Application of Translation Education Technologies related to the research underscores a gap in effectively incorporating technology into translation education, limiting the exposure and practical application of relevant tools. The unclear Concept of "Blending" and Innovating the Philosophy of Translation Teaching related to the lack of clarity in the concept of blending, coupled with a need for innovation in the philosophy of translation teaching, presents challenges for educators and learners alike. Weaknesses of Platform Construction and Update Translation Education Technology related to issues related to platform construction and updating of translation education technology pose obstacles to creating a conducive learning environment. Lack of Establishment of a Supporting Management and

Evaluation System for Blended Teaching related to the absence of a robust supporting management and evaluation system for blended teaching in translation education hinders the overall assessment and improvement of teaching methodologies. In connection three research questions can be answered as follows (1) Previous work identifies a lack of accurate understanding and misconceptions about blended teaching, affecting students' comprehension and engagement. (2) Issues include challenges in achieving seamless integration, potentially hindering the effectiveness of the blended approach for students. (3) Educators encounter difficulties in integrating and effectively utilizing technology resources, limiting their ability to provide comprehensive translation education. Therefore, the implications are Institutions should invest in faculty development programs to enhance educators' understanding and application of blended teaching and Curriculum designers must focus on creating a clear framework for blended translation teaching to ensure its effective implementation. The limitations of this research are the SLR is constrained by the available literature, new developments may not be adequately represented, and the scope might be limited to certain geographic regions or specific language pairs. It can be suggested that comprehensive training programs for educators to enhance their technological proficiency; Establish clear guidelines for the integration of online and offline components in translation education and encourage collaborative efforts between academia and industry to bridge the gap between theoretical knowledge and practical application. In conclusion, addressing these issues requires a concerted effort from educational institutions, educators, and policymakers to redefine and optimize blended translation teaching methodologies in higher education.

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