Implementing Holistic and Humanistic Approaches in a Remote Flipped English Translation Module

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Abstract

A holistic approach encourages meaningful learning, creativity, risk-taking, and mutual empathy within a learning environment and challenges the traditional pedagogical approaches based on mono-referential methods. Rethinking these approaches entails placing learners at the core of the teaching process, including their inner personal spheres. Grounded in a case study of an Italian university setting, this study underlines the contribution to learner centrality of holistic and humanistic approaches to flipped learning and suggests how to implement such appoaches in a remote English translation module. The study was conducted via a structured questionnaire completed anonymously by 148 Italian students aged 18–19 at the end of their English module. The outcomes highlight the students' appreciation of the holistic approach combined with a humanistic teaching approach (HTA), which they perceived as pushing the boundaries of formal, mono-referential teacher–learner relationships while maintaining these roles. The present study thus holds implications for the wider teacher community regarding the benefits and challenges of implementing flipped learning with an HTA in any other translation courses or modules. Rather than simply guiding and assisting students in learning for themselves, teachers have a crucial role as holistic learning facilitators. By redesigning a typical flipped learning class, the study enhances teachers' awareness of this role and provides insightful suggestions on how holistic and humanistic approaches can be applied in remote English translation teaching.

Keywords: COVID-19, English translation, Flipped learning, Holistic approach, Humanistic approach, Online classes, Remote classes, Remote teaching

1. Introduction

The COVID-19 pandemic has caused a significant global increase in remote teaching. This has revealed the weaknesses of traditional pedagogical practices due to inadequate technology and infrastructure, limited digital literacy, and initial reluctance among educators and students to accept remote lessons as equivalent to in-person ones (Singh et al., 2021; United Nations, 2020). Simultaneously, what emerged as prominent in remote teaching was the absence of human contact that generally occurs during physical classes (International Labour Organization, 2020; Jeliǹsk & Paradowski, 2021; UNESCO, 2020). The online environment was prevailingly considered "untact" (Amerstorfer, 2021; Seo et al., 2020), indicating the necessity to reduce students' feeling of loss and preserve a "humanistic" relationship between them and their teachers to create and maintain an appropriate learning environment (Singh et al., 2021). One approach that matched the remote class requirements was the flipped learning method (FLM).

With advances in technology, traditional teaching methods have evolved rapidly, with flipped learning emerging as a popular alternative. Flipped learning emphasizes active and student-centered learning (Bonwell & Eison, 1991); specifically, students learn the subject matter using online resources before class, through which they apply and reinforce the knowledge they acquired. However, even flipped learning can be impersonal if class design is inadequate, and this may occur due to a lack of meaningful interactions between students and teachers (Lage et al., 2000). It is worth mentioning that online and remote teaching are often used interchangeably even though the definitions are distinct. In fact, remote instruction is a facet of online teaching. In particular, remote teaching involves moving content designed for face-to-face instruction to an online environment for limited or one-time-only course instruction. In this study, when the term "remote" is used, reference is made to such a distinction (Kennesaw State University, n/a).

While flipped learning has been successfully implemented in various fields (Çakıroğlu & Öztürk, 2021; Liu et al., 2018; Tian, 2017; Xiao, 2022), there are limited examples of its use in English translation courses or modules (Deng, 2018; Li, 2021; Toto, 2021; Xiao, 2022). There are also no specific examples of the integration of a holistic approach to flipped learning in remote translation classes or modules. One reason for this is the complexity of teaching translation remotely, as, not only language skills need to be considered, but also cultural, social, and historical contexts. Traditionally, language learning (including translation) has been conducted on a mono-referential basis, with teachers and students as the primary source of information and passive recipients, respectively. Therefore, this study aims to fill the gap in the implementation of a holistic approach in flipped learning by adopting a humanistic teaching approach (HTA), as this has proven to be a valuable method to address the complexity of teaching English translation remotely.

Like flipped learning, HTA emphasizes the integration of the cognitive and affective domains of learning and acknowledges the learner as an entire person. Its foundation is the idea that students learn most effectively when involved in meaningful and relevant learning experiences that consider their individual needs, interests and abilities, and surrounding

environments. Studies have demonstrated that this approach works best for in-person classroom interactions (Fosnot & Perry, 2005; Garton et al., 2014; Liu, 2019). The absence of physical attendance during the COVID-19 pandemic made it impossible for students to engage physically, thus rendering imperative those new pedagogical trends that place learners and their inner individual spheres at the center of the process.

Therefore, in this study, I aimed to provide insights into and suggestions on how a holistic approach can be implemented in remote English translation teaching by redesigning a typical flipped learning class; furthermore, I undertook determining the effectiveness of these approaches in teaching English translation remotely. In particular, I aimed to answer the following research questions:

- How did integrating holistic and humanistic approaches into flipped learning affect the students' English translation learning outcomes?

- What were the students' perceptions of integrating holistic and humanistic approaches into flipped learning for English translation?

- What are the challenges and benefits of integrating holistic and humanistic approaches into flipped learning for English translation?

To answer these questions, a mixed-method research design was employed involving informal classroom observations and a structured questionnaire to collect data on the students' perceptions of HTA integrated into flipped learning to learn English translation theories and practices.

The significance of this case study lies in its contribution to the literature on teaching online English translation effectively. It also offers a novel approach that affords students a comprehensive and personalized learning experience based on the integration of a holistic approach and flipped learning in remote translation classes. The high satisfaction rate provided by students in the questionnaire suggests that implementing a holistic approach with humanistic teaching in flipped learning improved their language skills and raised their awareness of the idea that language accuracy in translation is equally as important as insightful consideration of cultural, social, and historical contexts. Moreover, the results in the present study hold implications for the wider teaching community, as it highlights the potential benefits and challenges of combining flipped learning with HTA in other translation courses or modules.

2. Background

Flipped learning is a pedagogical method that has gained popularity in recent years, particularly in online and blended education. Used for the first time by Baker in 1997 (quoted in Talbert, 2017), the expression "flipped learning" refers to a type of online and blended learning that reverses the traditional educational arrangement, wherein the teachers are the primary source of information (Divjak et al., 2022; Flipped Learning Network, 2014; Lage et al., 2000; Mull, 2012), by placing learners and their individuality at the core of the teaching process.

Regarding the remote teaching of English translation, students are often responsible for their own learning, as they must engage with instructional materials outside class and prepare to participate in the classroom activities and discussions (cf. Puentedura, 2014; Tian, 2017), where co-constructing knowledge is vital. This method can be particularly effective in remote English translation teaching, as it allows students to work at their own pace (Bergmann & Sams, 2012; European Union Council Conclusions, 2020; Strayer, 2012; Tucker, 2012) and provides opportunities for individualized attention and support based on appropriate teacher input and monitoring. The above outcomes can prove especially useful in translation, where students may need more time to review specific grammar, vocabulary, or concepts to gain an in-depth understanding of the text to be translated.

While the quoted studies have established the advantages of the remote teaching of English translation, they also underline its inherent limitations based on different factors. First, most of the research was conducted on students with diverse backgrounds and varying levels of preparedness, which contributed to the heterogeneity of student readiness. Second, there were limitations with regard to equity and accessibility aspects. For example, it was not possible to constantly rely on good internet connectivity, suitable devices, and the individual ability to navigate online platforms (Bergmann & Sams, 2012; Tucker, 2012). Third, students were reluctant to be forthcoming with criticisms of their learning experience because they felt that they were under the scrutiny of the teacher-researcher (Strayer, 2012). Finally, there was an overreliance on instructional materials, thus limiting students' exposure to diverse perspectives, alternative explanations, and opportunities for critical thinking. Such limitations can be partially overcome with the creation of a holistic learning environment that considers what the student, as a sensitive individual, requires for effective content acquisition, especially regarding translation theories and practices where not only language proficiency is necessary.

Collaboration and co-constructive learning can be facilitated if implemented appropriately. For instance, during an online or remote class, students can work in groups on translation exercises or projects in separate breakout rooms (Note 1) and openly discuss their translations, thus enabling the exchange of feedback and support. Additionally, a more dynamic and interactive learning experience can be attained if students are provided with prerecorded classes or other multimedia resources. This can sustain their engagement and motivation (Bergmann & Sams, 2012; Bishop & Verleger, 2013), leading to improved information retention and learning outcomes.

However, there are potential drawbacks to the use of the FLM in remote translation teaching. First, the students may become passive learners, as real-time interaction and feedback are missing. They may rely too excessively on the pre-recorded classes or other materials without actively engaging with the content. This can lead to insufficient critical thinking and analysis (Love et al., 2014), which are essential translational skills in terms of the accurate reflection and accuracy of choices required at simple and complex sentence levels. Second, flipped learning requires a high degree of self-discipline and motivation (Hew, 2014), as the absence of a physical classroom environment may contribute to a sense of detachment and decreased motivation. Therefore, the students must be willing to take responsibility for their own

learning and engage with the materials provided outside class. This may constitute a significant challenge for some of them, particularly for those who are accustomed to more traditional teacher-centered approaches to learning (cf. Puentedura, 2014). The lack of direct supervision or accountability may lead to a decline in self-discipline and initiative, resulting in a passive approach to learning. It is when the students are not actively engaged in the learning process that they struggle to develop the aforementioned translational skills of critical thinking and analysis.

Finally, some logistical concerns must be considered when implementing flipped learning in online translation teaching. Instructors must have the technical skills and resources to create and distribute high-quality multimedia resources as well as the time and means to provide feedback and support to students as they work through the materials (Berrett, 2012; Bishop & Verleger, 2013). This was even more crucial during the pandemic as teachers at all levels of education struggled with inadequate information technology literacy on many occasions (e.g., during online conferences, webinars, lessons, and multimedia resource creation).

Flipped learning is a flexible method that can be employed to address students' emotional, social, and academic needs in a remote learning format (Li & Li, 2022), allowing the instructor or teacher to find a mesh or point of contact using an HTA. As stated by Elovskaya et al. (2019), "the main principle of the holistic approach is the principle of wholeness, which is reflected in the system of teaching and learning foreign languages […] whose aim is educating a well-rounded person" (p. 1254). The HTA draws on everything that learners need to know for effective communication (British Council, 2022; Smuts, 1926). Therefore, integrating the FLM with a holistic approach can represent a valuable option, as the learning environment that instructors or teachers can create exceeds the mere emphasis on language proficiency and involves the development of critical thinking, creativity, empathy, and intercultural and socio-historical competencies.

3. Redesigning the Conventional Flipped Class

In a conventional flipped class, teachers provide materials or record lessons before the class and offer them to students through videos or podcasts for asynchronous access and self-study. The students may acquire knowledge from these materials, use their class time to practice, and apply the concepts learned through co-constructive interactions with their peers and teachers.

Considering the issues that arose, I was compelled to revise this approach to fit my remote class requirements. For instance, during the pandemic, the conventional physical and blended formats lost their inherent features, converging solely on a remote format; all classes were live-streamed. In addition, there was insufficient time to create a lesson plan, including pre-recorded videos or podcasts; furthermore, the theoretical frameworks could not be satisfactorily imparted through videos or podcasts prior to lessons, as the theory needed a preliminary introduction, explanations, and/or clarifications. Therefore, my lessons were designed around a four-phase model (cf. Taglialatela, 2022), as illustrated below.

- Phase 1 [Theoretical framework provision]: Presenting the topic and imparting all the

necessary theoretical notions.

- Phase 2 [Text presentation]: Sharing the source text to be translated on the screen (this served as the occasion for a brainstorming activity).

- Phase 3 [Assignment]: Assigning the students the translation of the text to be analyzed during the following lesson while encouraging their critical reflection at home.

- Phase 4 [Discussion of the translated texts]: Opening a new lesson with a general and interactive recap of the main points explained in the previous lesson and engaging the students in highlighting and constructively discussing (Lin, 2019) any translation issues they encountered during their self-study in Phase 3, which also involved recalling the activities of Phase 2. This triggered somewhat of a cyclical process (Figure 1) that was reiterated any time a new class occurred.
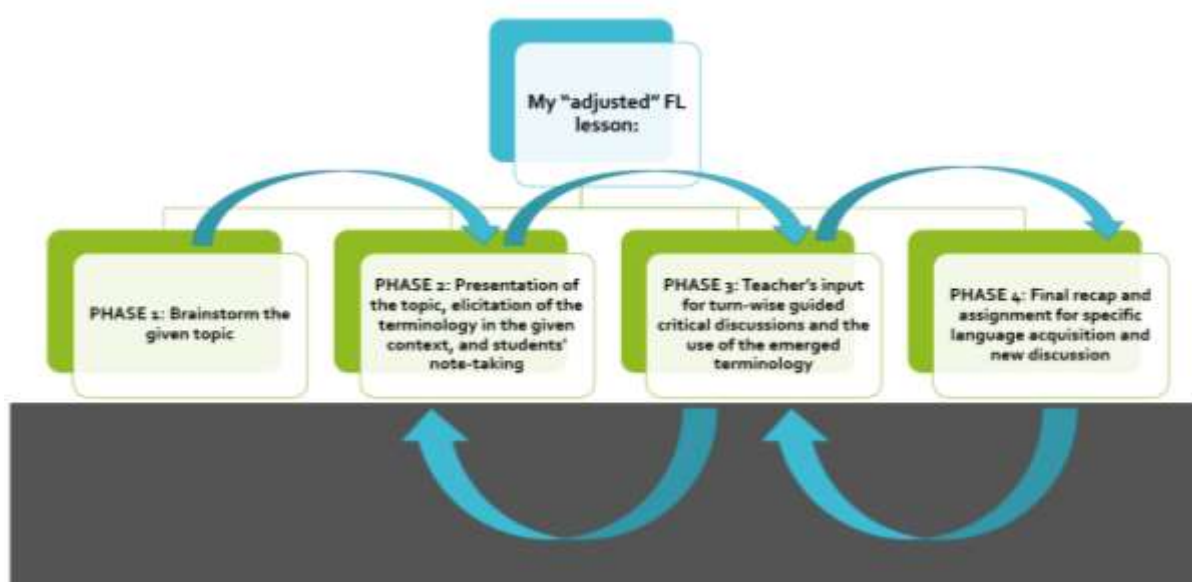

Figure 1. A four-phase model of remote English translation classes

According to my informal classroom observations and the final examination results, the revision of the typical flipped learning lesson applying the four-phase model provided the students with a good understanding of the concepts, applications, and contents; additionally, it allowed them to perceive that they were accompanied by their teacher during the entire pedagogical process. The students received constant support and immediate and constructive feedback from their peers and teacher, which promoted active learning, encouraged critical thinking, and allowed them to challenge their own assumptions and ideas. Moreover, I was able to "put a face to each student's name" with the Zoom platform displaying the names of the participants, which is generally difficult with crowded university lectures—this certainly conferred a further touch of "humanity" to the online environment. Through these small but meaningful "humanistic" gestures, a "connection" was created between the parties, and the HTA was gradually reified. In addition, during classes, emphasis was placed not only on improving language competencies but also on raising the students' awareness of the relevance

of cultural, social, and historical contexts in translation, thus encompassing the broad spectrum of holistic translation teaching.

4. Research Questions, Method, and Results

4.1 Research Questions

This study aimed to address the following questions:

- How did integrating holistic and humanistic approaches into flipped learning affect the students' English translation learning outcomes?

- What were the students' perceptions of integrating holistic and humanistic approaches into flipped learning for English translation?

- What are the challenges and benefits of integrating holistic and humanistic approaches into flipped learning for English translation?

These research questions were drawn from four general aspects of the module that the students were requested to evaluate: 1) their appreciation of the subject, 2) the teaching methodology, 3) the interest raised by the teacher, and 4) overall satisfaction. For the present study, the following four questions (Q) were selected from the 14 items on the questionnaire:

1) *Regarding the appreciation of the subject (Q3)*

Did the teaching material offer insights into the fundamentals of the discipline?

2) *Regarding the teaching method (Q7)*

Did the teacher stimulate your interest in the subject?

3) *Regarding the interest raised by the teacher (Q9)*

Did the teaching approach facilitate subject acquisition?

4) *Regarding the students' overall satisfaction (Q14)*

Are you satisfied overall with how this module was structured and managed?

All students expressed their feedback on each question using a Likert scale.

4.2 Method

A mixed-methods research design was employed to collect data on the students' perceptions of flipped learning implemented with an HTA for teaching English translation theories and practices. This involved informal online classroom observations (Peterson & Elam, 2021) and a qualitative, compulsory, anonymized, and structured questionnaire that all students had to complete at the end of their academic year before beginning their end-module examination.

This study distinguishes itself from previous studies by conducting such informal classroom observation, which can be a useful research tool in language teaching as researchers are allowed to gather data in authentic, naturalistic settings while providing flexibility and cost-effectiveness (Mackey & Gass, 2005; Richards & Schmidt, 2011). Under such

observation, the participants behave naturally as they do not feel the pressure of being scrutinized. Hence, these results are worthwhile as a starting point for future research.

The questionnaire was completed online through the so-called GOMP System (Note 2) by both attending and non-attending students as a mandatory requirement before registering for their translation exam. The questions varied for the attending and non-attending students, and students had to report which of these statuses pertained to them in their online questionnaire before they accomplished it. Neither approval from the university ethics board nor informed consent from the participants was required, as the answers were collected and processed anonymously; thus, the names of the students could not be traced. Further, only one specific algorithm was employed to prevent them from completing the questionnaire more than once.

The observations and data were acquired at the end of two academic years (AYs; September 2020 and 2021) at Tuscia University, a small-sized institution located in central Italy. The module was conducted during the second semester of AYs 2019/2020 and 2020/2021. Overall, 148 students (87 and 61 in 2019/2020 and 2020/2021, respectively) attending the first year of the BA Program in Modern Languages were involved. They were aged 18–19, and their English proficiency was B1+. A non-binding and exploratory enrollment test certified their proficiency.

The elaboration of the data reported by the GOMP System was identified using a twofold approach to the Likert scale score. On the one hand, students' feedback was given a numerical score on a 4-point scale (1: *completely dissatisfied*, 2: *partially dissatisfied*, 3: *partially satisfied*, 4: *completely satisfied*). On the other hand, reflecting the nature of the Likert scale score, student satisfaction for each of the four general aspects of the module was classified as positive by combining the responses "partially satisfied" and "completely satisfied" and as negative by combining "partially dissatisfied" and "completely dissatisfied." This feedback collection made it possible to express the evaluations in terms of the percentages of the satisfied (positive feedback) and dissatisfied students (negative feedback; Table 1).

Table 1. Questionnaire measurement scale: scoring and feedback definition

Student feedback	Score	Overall feedback
Completely Dissatisfied	1	Negative
Partially Dissatisfied	2	
Partially Satisfied	3	Positive
Completely Satisfied	4	

4.3 Results

The results for the four questions selected from the full questionnaire (i.e., Q3, Q7, Q9, and

Q14) indicated a high level of student satisfaction with the integration of flipped learning and the holistic and humanistic approaches to the remote English translation classes (Table 2).

In both academic years, the pedagogical method (Q9) was particularly appreciated, with levels of 98.68% in 2019/2020 and 99.08% in 2020/2021, though there were some limitations due to factors such as the different number of students between the two academic years.

Overall student satisfaction with the structure of the module (Q14) was also evident, with 94.25% in AY 2019/2020 and 95.08% in AY 2020/2021, considering similar limitations as above.

Table 2. Results from the students' questionnaire in AYs 2019/2020 and 2020/2021

Questions (Q)	AY 2019/2020 87 students	AY 2020/2021 61 students
(Q3) Did the teaching material offer insights into the fundamentals of the discipline?	94.25%	95.08%
(Q7) Did the teacher stimulate your interest in the subject?	97.7%	98.95%
(Q9) Did the teaching approach facilitate subject acquisition?	98.68%	99.08%
(Q14) Are you satisfied overall with how this module was structured and managed?	94.25%	95.08%

5. Discussion

The results of the questionnaire indicated a high level of student satisfaction with the integration of flipped learning and holistic and humanistic approaches to the remote English translation classes.

According to the findings, Q3 had a satisfaction rate of 94.25% in AY 2019/2020, which increased by 0.83 in the following year (Note 3), indicating that the students found the course content informative and helpful in understanding the basics of English translation theories. Q7 had a satisfaction rate of 97.7%, which surged by 1.25 in the following year. The pedagogical approach was examined based on this question, and the outcome suggested that the students found the teaching method engaging and motivating, thus encouraging their

interest in the subject. Q9 had a satisfaction rate of 98.68%, which grew by 0.50 in the subsequent year. This percentage shows that the students found the teaching approach beneficial and effective in promoting their learning and understanding of English translational theories and practices.

Finally, the overall satisfaction rate of 94.25% (Q14) increased by 0.83 in the following year, suggesting that the students found the course to be efficiently organized and managed, with clear objectives and expectations, and that the course materials and activities were effective in promoting their learning. Notably, the decrease in the number of respondents across the two academic years from 87 to 61 might have affected the results to some extent. Such a drop could be due to different reasons that could not be verified, such as a reduction in new enrollments, postponement of the final examination to other semesters, or even the non-completion of studies (European Union Council Conclusions, 2020); additional information would have been helpful to further refine our discussion.

There are several implications of integrating a holistic approach to teaching English translation remotely. For teaching, it is crucial to prioritize the creation of a supportive and engaging learning environment that incorporates diverse teaching methods and resources to cater to students' individual learning styles (Gardner, 1999; Freeman et al., 2014). In addition, the importance of cultural awareness and sensitivity in facilitating successful translation practices should also be prioritized. As for learning, a holistic approach means that students must be open-minded and receptive to such diverse teaching methods and resources, including technology. Moreover, they must be willing to engage in self-reflection and self-evaluation to monitor their progress and identify areas for improvement (Davis, 2009). The outcomes indicate that combining flipped learning with a holistic approach and humanistic teaching helped the students integrate the understanding they acquired of the theoretical notions (in Phase 1) with relevant empirical applications (in Phases 2 and 3) and perceive that they were supported during the process.

There are some limitations regarding the interpretation of the questionnaire and the results, such as the bias in the data due to the number of non-attending students, which was not kept separate within the outcomes generated by the GOMP System; the deviation in the number of respondents between the two academic years; and the difficulty in replicating the outcomes accurately due to such deviation (e.g., more students assigning the same evaluation score is likely to reduce the percentage). Furthermore, the sample size and representativeness of the respondents might have affected the generalizability of the outcomes, and certain questions (e.g., Q4: "Were the examination procedures duly clarified by the teacher?" and Q5: "Did the teacher start the classes on time?") might have influenced the quality of students' responses. It would have been useful to gather more data on other aspects of the module, such as students' performance and the quality of their learning outcomes, which were generally satisfactory, for a more accurate understanding of the effectiveness of the integration of the FLM with the HTA. Therefore, it is important to interpret these results with due consideration of their limitations.

5.1 Holistic vs. Traditional Approaches to Language

As stated by the British Council (n/a), "the holistic approach considers language 'as a whole' which is not divisible in a meaningful way for teaching. This contrasts with an *atomistic* [more traditional] *approach* to language that attempts to analyze language into parts such as grammatical structures or functional exponents, which can later become the content of a syllabus. A holistic approach focuses on everything [from ancient Greek *holos* 'whole'] the learner needs for effective communication," building on the ground-breaking idea of Smuts (1926) in his book *Holism and Evolution* that evolution is a process of the unification of separate parts. Therefore, in the classroom, instructional strategies such as content- or topic-based instruction or language across the curriculum can assume a holistic approach by employing a framework of meaningful content. Which of the terms "traditional" or "holistic" is employed in a specific syllabus depends on whether we intend to emphasize language as a body of knowledge to be acquired or a communication process to be developed. However, in traditional syllabi and materials, the linguistic content typically takes precedence (British Council, n/a).

One advantage of the traditional approach to language is that it is suitable for certain types of learners. More specifically, categorizing the language into parts can help students identify a particular aspect of it and avoid confusion caused by other problems of a lexical or phonological nature.

Those who criticize the traditional approach argue that it is not logical to do so as language is always experienced "as a whole." Language comprises more than one set of objective facts, indicating that a holistic approach uses texts, that is, whole pieces of language rather than individual sentences, to prepare learners for the language they encounter outside the classroom (Widdowson, 2001 [1978]). This perspective has gained prominence in recent years.

A holistic syllabus will prioritize meaningful communication from the learners' viewpoint by prioritizing authentic texts, topics, and communicative tasks, meeting their expectations of acquiring expertise for real-life applications. This can effectively convey the goal of keeping learners at the center of the entire pedagogical process; hence, I opted to supplement flipped learning with a holistic approach and humanistic teaching.

How can this be applied to the syllabi? A holistic syllabus chooses the language items that the students need to know to fulfill the task, as opposed to a traditional syllabus, where only linguistic features are considered (cf. British Council, n/a). While students deal with their tasks, the teacher can stimulate the classroom to identify and rectify translation inaccuracies, suggesting alternative proposals through peer-to-peer discussions monitored by the former. In the present study, this created a sort of "interactional space" where participation and collaborative engagement pushed the boundaries of formal academic relationships and turned my role as a teacher into that of a facilitator. As a result, translation issues were taught *reactively* rather than *pre-emptively* (cf. British Council, n/a); specifically, instead of anticipating and addressing the potential translation issues before they arose, which was possible in my case, steps were taken only after these issues (i.e., problems with sentence

structure or appropriate intercultural rendering in interlingual and intersemiotic translation) had already been identified and could be constructively discussed.

Both strategies have drawbacks, including how to arrange activities and select those that the students truly need. However, advocates of the holistic approach would counter that the traditional emphasis on function, fluency, and use is more in tune with how the language learners use language outside the classroom.

5.2 How to Integrate Flipped Learning With a Holistic Approach

Holistic teaching involves considering the whole person and their learning requirements, rather than just focusing on a specific subject or aspect of their education. On the other hand, flipped learning is a teaching method that involves the students learning new material outside of the classroom, often through online resources, and subsequently using the class time to apply and practice that knowledge.

The following are practical ideas and suggestions that, in my experience, have proved valuable in implementing a holistic approach to remote English translation teaching using flipped learning:

1) *Encouraging critical thinking:* Teachers can develop activities that encourage students to think critically about the material they are learning and apply this knowledge to real-world situations. This can include case studies, simulations, and other practical activities that engage students in active learning.

2) *Fostering a sense of community:* Teachers can foster a sense of community among students by providing them with opportunities to connect with one another and share their experiences. This can involve online study groups or peer-to-peer mentoring programs that allow students to support each other and build a sense of community.

3) *Interactive online discussion fora:* To promote collaboration and peer learning, teachers can create an online discussion forum where students can share their thoughts, ask questions, and provide feedback on their work. This can help students develop critical thinking skills and gain a deeper understanding of the material.

4) *Interactive online modules:* Teachers can develop interactive modules that provide students with a comprehensive understanding of the principles of English translation and incorporate other aspects of holistic learning, such as critical thinking and problem-solving skills. These modules may include video lectures, interactive quizzes, discussion fora, and opportunities for peer-to-peer learning and collaboration.

5) *Online resources:* To supplement remote classes, teachers can offer students a variety of online resources such as e-books, websites, and interactive quizzes for self-study. This will help them access additional materials and resources to improve their translation skills.

6) *Pre-class video lectures:* In situations where the class preparation time is sufficient, and to ensure that students are prepared for a remote class, the teacher can provide

pre-recorded video lectures covering the key concepts of English translation theory. These lectures can be made available to students through online platforms (e.g., Moodle or Google Classroom) where they can watch them at their own pace before attending the remote classes. Accordingly, students can participate in class with some background knowledge and be better equipped to engage in discussions with peers and teachers.

7) *Project-based learning:* Teachers can encourage students to engage in project-based learning activities instead of focusing solely on exams or quizzes. Such activities may involve translating authentic texts or working on projects that require research, analysis, and creativity. Accordingly, students can gain practical experience and meaningfully apply what they have learned.

8) *Student engagement in reflective practice:* Teachers can encourage students to engage in reflective practices by considering their own learning, sharing insights with others, and receiving feedback from peers and instructors. This can be facilitated through adequately moderated online discussions or group assignments that require students to collaborate constructively.

Teachers can provide individualized feedback or self-assessment tools. To ensure that each student receives personalized feedback, teachers can use online platforms to help them identify their strengths and weaknesses and work on areas that need improvement. This modality is also well-suited to meet the requirement of preserving a "humanistic" relationship with students.

Alternatively, self-assessment tools can help students track their progress and identify the areas that require improvement. These can include self-assessment translation quizzes or diagnostic tests that can evaluate areas (e.g., vocabulary, sentence structure, and meaning) where students require more support (Hockly & Clandfield, 2019; Tucker, 2012). By incorporating these elements into the remote English translation teaching using the FLM, instructors can provide students with a holistic learning experience that not only builds their translation skills but also helps them develop many other important abilities, such as intercultural and historical competencies, that are essential for success in the 21st century.

6. Conclusions

This paper argues that the pandemic was a challenge as well as a major opportunity to conveniently bend the remote teaching experience to better meet informal translation pedagogical requirements. In fact, the FLM allowed students to work independently while at home; it introduced their assumptions, observations, and perceptions into the remote classroom, where they could engage with them creatively, dynamically, and constructively through peer discussions and teacher observation and reflect on feedback to expand their learning.

Based on the questionnaire results, I have discussed how the integration of an HTA into flipped learning positively impacted the students' online learning experiences with translation studies and provided a four-phase model for remote English translation teaching that

redesigned a typical flipped classroom. Furthermore, I described the challenges and benefits of integrating a holistic approach into flipped learning, including a comparison with the traditional pedagogical approaches to language.

The distinctive mark of this experience accrued from combining the FLM with the holistic approach that created an online "interactional space," where the classroom's mutual interactions progressively pushed the boundaries of the formal academic relationships and transformed the role of a teacher into that of a facilitator who guided and assisted students in learning. Future research directions could focus on the ethical effects of artificial intelligence on remote language education, as the development and evolution of technology cannot always allow human intervention to be dispensed. Technology should thus be appropriately bent to human (i.e., teachers and learners) requirements.

Through practical examples, this study offered suggestions on how holistic and humanistic approaches can be implemented in remote English translation teaching by redesigning a typical flipped learning class. Providing pre-class materials and online resources, interactive virtual fora, project-based learning activities, and individualized feedback not only helped students meaningfully build and improve their English translation skills but also encouraged the development of several other important abilities essential for success in the 21st century, such as critical thinking, creativity, empathy, and intercultural and socio-historical competencies.

There are limitations to this study regarding the interpretation of the results. For example, the sample size and representativeness of the respondents might have affected the results, and certain questions asked in the questionnaire (e.g., Q4: "Were the examination procedures duly clarified by the teacher?" and Q5: "Did the teacher start the classes on time?") might have influenced the quality of students' responses. Additionally, the method employed overlooked non-participatory students, as they were not treated separately in the outcomes generated by the GOMP System. Therefore, future studies should consider these limitations and interpret the results with caution.

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Notes

Note 1. Breakout rooms are a typical feature of the Zoom platform that allows separate sessions (groups or rooms of participants) to be included in remote classes. The meeting host, in this case, the teacher, can choose to place students in breakout rooms automatically or manually and move them among the sessions at any time during the class. Breakout room participants can manage their audio, video, and screen-sharing independently. When entering a breakout room, the teacher can share the audio, video, and their screen only with that room, if necessary.

Note 2. https://www.besmart.it/products/smart_edu/.

Note 3. The number of participants differed in the two years.

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