

## INTERGRATING NEARPOD INTO ONLINE TEACHING OF INTERPRETING

Alvin Taufik<sup>1</sup>, Faisal Muhammad<sup>2</sup>

<sup>1,2</sup> Universitas Bunda Mulia

ataufik@bundamulia.ac.id; faisal.muhammad.4213@gmail.com

### ABSTRACT

*Online teaching needs a solid performing platform. Many universities have made their own unique platform to cater to their style of online teaching. However, in creating or using a self-developed online teaching platform, there will always be aspects not covered by the system. This lack of coverage might be caused by two aspects, namely the limitation of the system, or the teaching varieties of the subjects. The latter is the focus of this research. As a subject that demands human interaction and skill practice, interpreting requires a lot from the online platform it is going to be taught on. For that reason, integration of other online tools is needed. One of the online tools available is Nearpod. This research is aimed to examine the feasibility of integrating Nearpod in the online teaching of interpreting, specifically, community interpreting. Why community interpreting? Smirnov (1997), Garber (2000), and Hale (2007) have pointed out that when compared to conference interpreting, community interpreting is more significant because, unlike in the conference interpreting settings, without community interpreter, communication between the parties involved would not have been established. Community interpreting itself can be loosely defined as an interpreting activities conducted in the most private, intimate and daily setting of every individuals (Hale, 2007). As for the reason for choosing Nearpod as the online tools to be integrated into the course, it is because, from my experience of using it, it has features that enable a semi-formal education with games and fun activities that I hope will enhance and motivate the students learning and change their learning behavior. To achieve the objective, several questions need to be answered. The first is in term of the integration itself. There should be a specific focus of what aspects of teaching needs to be integrated. In this research, it has been decided that the assessment will be the main focus of the integration. This aspect is chosen because a proper assessment is needed to provide constructive feedbacks aimed at the development of the students skill in interpreting. Based on a previous study by Jansem (2021), this research is a type of a feasibility study aimed to examine the practicality and the possibility of and the concerns about online teaching of community interpreting as reflected by the students and practitioners in the field. The data will be collected using semi-structured interviews and post-interviews on the students' and the practitioners' reflections, especially in its relation with assessment which makes use of Nearpod. By finding out the most appropriate method to integrate the assessment of interpreting using Nearpod, I expect the students performance in conducting and practicing community interpreting to be improved, enhanced, and further motivated*

**Keywords:** *Integration, Nearpod, Community Interpreting, Feasibility, Reflection*

### ABSTRAK

*Pengajaran online membutuhkan platform kinerja yang solid. Banyak universitas telah membuat platform unik mereka sendiri untuk memenuhi gaya pengajaran daring mereka. Namun, dalam membuat atau menggunakan platform pengajaran online yang dikembangkan sendiri, akan selalu ada aspek yang tidak tercakup oleh sistem. Kurangnya cakupan ini mungkin disebabkan oleh dua aspek, yaitu keterbatasan sistem, atau variasi pengajaran mata pelajaran. Yang terakhir inilah yang menjadi fokus penelitian ini. Sebagai mata pelajaran yang menuntut interaksi manusia dan latihan keterampilan, mata kuliah Penjurubahasaannya menuntut banyak dari platform online dimana subjek tersebut akan diajarkan. Untuk itu, integrasi aplikasi daring lainnya diperlukan. Salah satu aplikasi daring yang tersedia adalah Nearpod. Penelitian ini bertujuan untuk mengkaji kelayakan pengintegrasian Nearpod dalam pengajaran daring subjek penjurubahasaannya, khususnya penjurubahasaannya komunitas. Mengapa dipilih penjurubahasaannya komunitas? Smirnov (1997), Garber (2000), dan Hale (2007) telah menunjukkan bahwa jika dibandingkan dengan penjurubahasaannya konferensi, penjurubahasaannya komunitas lebih signifikan karena tanpanya, komunikasi antara pihak-pihak yang terlibat tidak akan berjalan. Penjurubahasaannya komunitas itu sendiri dapat secara bebas didefinisikan sebagai kegiatan penjurubahasaannya yang dilakukan dalam konteks paling pribadi, intim dan sehari-hari setiap individu (Hale, 2007). Adapun alasan memilih Nearpod sebagai aplikasi daring untuk diintegrasikan ke dalam kursus, karena dari pengalaman Penulis menggunakannya, aplikasi Nearpod memiliki fitur yang memungkinkan pendidikan semi formal dengan permainan dan aktivitas menyenangkan yang saya harap akan meningkatkan dan memotivasi siswa untuk belajar dan mengubah perilaku belajar mereka. Untuk mencapai tujuan penelitian tersebut, beberapa pertanyaan perlu dijawab. Yang pertama adalah dari segi integrasi itu sendiri. Harus ada fokus khusus tentang aspek pengajaran apa yang perlu diintegrasikan. Dalam penelitian ini, telah diputuskan bahwa penilaian atau asesmen akan menjadi fokus utama dari integrasi. Aspek ini dipilih karena diperlukan penilaian yang tepat untuk memberikan umpan balik yang konstruktif yang ditujukan untuk pengembangan keterampilan siswa dalam menjurubahasannya. Berdasarkan penelitian sebelumnya oleh Jansem (2021), penelitian ini dapat dikategorikan sebagai jenis penelitian kelayakan yang bertujuan untuk menguji kepraktisan dan kemungkinan dan kekhawatiran tentang pengajaran daring penjurubahasaannya komunitas yang tercermin oleh*

*mahasiswa dan praktisi di lapangan. Pengumpulan data dilakukan dengan wawancara semi terstruktur dan wawancara paska kegiatan untuk mengetahui reaksi mahasiswa dan praktisi, terutama terkait dengan penilaian menggunakan Nearpod. Dengan menemukan metode yang paling tepat untuk mengintegrasikan penilaian penjurubahasaan menggunakan Nearpod, saya berharap kinerja mahasiswa dalam melakukan dan mempraktikkan community interpreting dapat ditingkatkan, ditingkatkan, dan lebih termotivasi.*

**Keywords:** *Integrasi, Nearpod, Penjurubahasaan Komunitas, Kelayakan, Refleksi*

## **INTRODUCTION**

As if it is not difficult enough to teach interpreting in a traditional classroom, these couple of years, a new challenge appears as it now needs to be taught online. Interpreting is a subject/skill that requires a lot of practice to master. Therefore, even in a traditional classroom, to effectively teach students to conduct interpreting, additional class/materials need to be incorporated into the classroom work/training. The problem with that is the students' motivation. Even with a traditional classroom, students are already lacking in motivation. For that reason, a new approach to teach the lesson needs to be integrated in the teaching and learning process. Having used the apps Nearpod, the writers see great possibilities in integrating it into language teaching, especially in teaching interpreting. In general, in terms of manner, interpreting can be divided into two, namely consecutive and simultaneous interpreting. In this research, the writers will focus on consecutive interpreting. Moreover, in terms of setting, interpreting can also be categorized into several divisions, namely court interpreting, community interpreting, conference interpreting, and others. This research focuses on community interpreting. The reason for this decision is because community interpreting holds the key to a successful communication between two speakers of different languages. Unlike in conference interpreting, for example, the interpreter is presented often due to patriotic reasons; the language of each county following the conference needs to be represented. In reality, in other settings than the community, communication can still occur even without the presence of an interpreter. The same doesn't apply in community interpreting. That is because community interpreting takes place in the most private and, probably, the most intimate time of people's life (Hale, 2007). As we are aware, in the community setting, not everyone has the ability to speak a foreign language. Therefore, an interpreter is needed in order to avoid misunderstanding, or in worst case, a break in the communication.

In interpreting subjects, since training takes priority, assessment and feedback from the trainer/teacher are essential and necessary. For that reason, this research is focused on how the assessment is conducted, and how feedback can be provided, while taking into account the way it can be integrated with the use of Nearpod. To achieve this objective, there are problems that need to be mitigated which have been formulated into the following questions. The first is related to the integration of Nearpod itself. This research needs to decide how the practice of interpreting can be integrated into the apps, while at the same time, making the lesson interactive enough so as to keep the students motivated. Then, it has been decided that the element of feedback/input/assessment also needs to be considered in the provision of this extra class/training, since they might provide the greatest possibilities of improvement on the students' performance. In addition, assessment/feedback provision is chosen because the main teaching activities have been conducted initially, and the integration is aimed to foster learning autonomy and interest of the learners. To ensure that, there is a need to find out which elements of the feedback needs to be integrated into the apps. Finally, there is also a need to conduct a preliminary testing to determine the amount of time that needs to be allocated on this effort of integration.

## **LITERATURE REVIEW**

For anyone who wishes to integrate technology into their teaching, Mishra and Koehler (2008) have introduced a framework that any teacher should adhere to. This framework is called the TPACK framework. Basically this framework dictates that to integrate technology into their teaching, teachers must have Technological Knowledge, Pedagogical Knowledge, and Content Knowledge. Together, they form a Technological Pedagogical Content Knowledge (TPACK). Technological Knowledge refers to knowledge about the technology that they use. Pedagogical Knowledge refers to knowledge on how-to-teach, such as learning methods and strategies. Finally, Content Knowledge is knowledge on the subject matters. To sum up, according to Mishra and Koehler, to integrate technology, there is a need to conduct a research on the technology, i.e. Nearpod; there is a need to conduct a test on the students' learning preferences, and; there is a need to customize the subject matter to the results of the test. In relation to the subject matter, community interpreting can be conducted both consecutively and simultaneously.

However, for the purpose of this research, the writers focus on consecutive interpreting. In learning consecutive interpreting, this research follows the guidelines proposed by Gillies (2019). Gillies points out that in consecutive interpreting learners need to first practice their memory. This can be done through several practice, namely using narrative prompts, visual prompts, structural prompts, and logical prompts. In terms of originality, to the best of the writers' knowledge, there is no research that integrates Nearpod into the teaching of interpreting, let alone online teaching of it. However, there has been an effort to integrate it into language teaching. Zhao (2021) has conducted research on the integration of Nearpod to enhance collaboration and interactions. In his research, he highlighted that Nearpod is an excellent tool to provide feedback to the students; it provides a multitude of formative and summative assessment, and; it offers a great variety of content. This is highly relatable to this research which puts emphasis on the provision of feedback and on its use as a form of assessment. The great variety of content also supports this research significance to use it as a form of motivation enhancement. From Zhao's research, the writers become more confident on the use of Nearpod to assess or provide feedback to the teaching of community interpreting.

Another research on Nearpod was conducted by Sammugam, et.al. (2019). In their research, they highlight the advantages and challenges of incorporating nearpod into their lesson plan. They mentioned that participation is ensured because the application will notify the lecturer/trainer in the case of non-participation. Further, they pointed out that since Nearpod highlights and divides the feedback, trainers/lecturers can focus on the specific part/s which became the challenge for the participant. Other than being specific, this feature is also practical since the trainer/lecturer does not have to deal with part/s that have been understood by the students/participants. Another advantage is the real time and immediate results. The features in Nearpod enable the lecturer/trainer to see the result in real time and it has even been graded. This eliminates the time-wasting element often found in traditional class. With a subject that is as demanding as the interpreting subject, fast, real-time results enable the lecturer/trainer to emphasize more on practice. As for the challenges, the first is related to the pacing. As it is designed based on the students' pace, there are instances that students will speed through the quiz/assessment and ultimately cost them the lesson. The second is on the possibility of anonymity of the students. While this might increase motivation since they can remain unknown, especially when answering wrong questions, which often diminish the students' morale in the lesson, it also enables students to give out unrelated answers. In this research, there is a need to look at the challenges. From the research by Sammugam, et.al., it can be seen that lecturers/trainers need to set the proper pace to ensure that the feedback or the application/implementation of Nearpod is maximized to improve students' performance. In addition, the lecturer/trainer also needs to make sure that the form of participation is target specific while at the same time still provide comfort for the students to join the lesson without fear of having their morale lowered, which might result in diminished motivation.

Finally, another research related to Nearpod used in higher education was conducted by Hakami (2020). In his research he claimed that the use of Nearpod and BYOD (Bring-Your-Own-Device) model has been successful in promoting active learning. His research highlighted the possibilities of BYOD Model, a model which is also considered for this research. He pointed out that BYOD model could be harmful since there is high probability that the students will be disrupted with activities unrelated to the subject. For that reason the design of learning activities need to be prioritised to minimize such disruption. This research on interpreting is in line with my interest in interpreting teaching. The writers are always tasked with teaching the interpreting subjects in their institutions. In our experience, time has always been the problem with the teaching of interpreting. For that reason, in the writers' earlier research on interpreting, the writers have drafted a three-dimensional module for the teaching of interpreting (Taufik & Putri, 2021). The result of said research is a draft to a syllabus which integrates online classroom platform of Google Meet and printed module. The use of Gmeet was considered necessary because it gives the students and the lecturer to interact outside the classroom. It is necessary to mention that the module was aimed at note-taking activities. In the lead researchers' newest research, the writer design the rubric to help with the assessment of interpreting activities, which has been conducted subjectively most of the time. The current one is a continuation of said research, with an emphasize on real-time feedback and time-saving element.

## **METHODOLOGY**

The subject community interpreting is taught to the 7th semester students. In the past, there were 11 people joining the class. All are asked to participate in the research. As for the process of the integration, the first

thing that the writers going to do are to plan the assessment activities by taking into account the disruption that the students might face in using the device since this research also adopt the BYOD model. This process is expected to take place until the end of April 2022. This assessment planning is conducted by testing the students on different aspect of memory practice. The result of this is interpreted into Nearpod activities. Next, the writers will implement the assessment activities with the lead researcher acting as the administrator and the member researcher acting as the operator of the Nearpod. The member researcher will also tabulate the result of the first implementation. The lead researcher will use the tabulation as the basis of the interview that is going to be conducted after all the implementation has been completed, which is expected to happen mid-May 2022 or at the latest, at the end of May 2022. The interview process comes next. The interview will be a semi-structured interview. In addition to the interview, there is also going to be self-reflection writing focusing on the process that they have been through, especially on using Nearpod to enhance their practice of community interpreting. The interviews will be recorded and verbatimly transcribed. The recording and the transcription will be made by both the member researcher and lead researcher. Each data coding on major theme will be using open coding data and each relation to the theme will use axial data coding. Moreover, directed content analysis will be used to analyse the data on self-reflection writing. These methods adopt the research by Janssem (2021) who also did some feasibility on online instruction. The coding and content analysis will be done by lead researcher. After that, the data is tabulated and made into conclusion.

## DISCUSSION

As stated in the previous section, the first act conducted in this research is to test the students on different prompts of memory practice using Nearpod. However, before explaining the results, the writers would like to point out several features in the apps. Nearpod is a free apps to teach and test learning activities. It has a very easy to understand and simple interface. On the main page, you can see that it has teacher resources, library, and reports of the students activities. If one decides to create their own lessons, each lesson can contain a ‘Content’, which is basically the learning materials, and the ‘Activities’ which can be used to test the learners understanding of the ‘Content’.

In the assessment activities’ stage, the writers decided to incorporate Open-Ended activities for the narrative prompts section. In it, the writers ask about what happened in the story. Since this is an interpreting class, the students are asked to provide a spoken/audio response, which is one of the feature of the apps. In addition, to add to the urgency, the apps has also made it possible to have the activity with a time limit. For the visualization prompt, the writers created a ‘time to climb’ activity. The ‘time to climb’ activity is a fun activity in which the learners need to choose from provided answer in order to climb to the top. Whoever it is that can reach the top first, wins the game. The game answers can be in the form of text and image. In this research, the writers used a combination of images and text. For the third technique of memorization, the writers made use of the ‘draw it’ activity. The writers prepared a speech on the pros and cons of attending a four year university. The topic of pros and cons is chosen because it is the most common form of structural prompts (Gillies, 2019). In the activity, the learners are asked to draw a mindmap and retell the speech using said mindmap. Finally, the ‘fill in the blank’ activity is used once again in the logical prompt activity. This is chosen because in the writers’ opinion, this is the most appropriate to be used in said section. All content and activities of this material, as well as its result, can be seen in the following link: <https://app.nearpod.com/?pin=2FLMC>. In the test stage, the writers use the ‘Content’ feature of the apps, and include audio and video files. The video files is included in the visual and structural prompts sections of the test and the activities. After the test, a semi-structured post interview is conducted. The data is coded into three category with the theme of integration. The results of the test and the post-test interview are as follow.

Table 1. Result of Post-Interview

Category	Description	Participant Statements
Motivation and Confidence	Participants feel motivated and confident conducting lesson and self assessment	<ul style="list-style-type: none"> <li>– ‘So far, when I (was) did the activities, I enjoyed it’...’because there was (a) game also, which is fun’...’most of the (part of) the test was fun, although there is one which is difficult, I think’</li> <li>– ‘The activity that mostly motivate me is the video gamey one...’...’I think the competitive one should be more</li> </ul>

		<p>applied'...'I prefer my learning combined with game'</p> <ul style="list-style-type: none"> <li>– 'I think it is interesting to join the activity'</li> <li>– 'I think it is a very good change of (variety, if used) in interpreting class...more engaging'</li> </ul>
Activities	Participants feel that the activities assist in producing target language	<ul style="list-style-type: none"> <li>– 'I think it will be more difficult (to conduct the interpreting without the activities)</li> <li>– 'I think it is easier (with the activities)'</li> <li>– 'I think it (the activities) help me memorize and focus on the detail'</li> <li>– 'It is very easy to memorize'</li> <li>– 'If I only maybe hear something, or only read it, maybe (it is more) difficult'</li> <li>– 'I think for interpreting is really helpful because from the game we can memorize..'</li> </ul>
Practicality	Participants feel that the apps is convenient for them to use (Further explanation is explained in the interview)	<ul style="list-style-type: none"> <li>– 'I think it was easy to operate'...'there was some disturbance when I want to change slide (in relation to answering using audio)'</li> <li>– 'There is no problem playing the video'</li> <li>– 'I think the only problem is with mobile users'</li> <li>– 'I think both the video and audio is pretty good and I have no problem understanding them'</li> <li>– 'I think so far I haven't got any problems'</li> <li>– 'From the video, it is pretty to understand, so when the question pops out it is very easy to understand'</li> <li>– 'I think it is fairly easy to operate'</li> </ul>
Difficulties	Participant experience difficulties in doing the activities or understanding the content	<ul style="list-style-type: none"> <li>– 'Actually what I meant by difficult is when I have to draw, and when making mind map, I don't know how to do it.'</li> <li>– 'I think for the audio (second) for me personally isn't very clear because I think it was supposed to be a video'...</li> <li>– 'There is one section (in which) I have the difficulty...It's about the pro and contra...'</li> </ul>

## CONCLUSION AND SUGGESTIONS

To sum up, it is very possible to integrate the use of Nearpod into an interpreting curriculum. The various possibility of presenting the content, submission and activities are enough to keep students motivated to conduct the practice. This can be seen from the result of post interviews. In terms of motivation, the learners feel that the variety of activities are interesting enough to keep them from being bored. The gamification features of the apps is the most interesting part of the activities, and as seen from the result, it also helps the learners in producing the target language. It can be said that the activities provided by the apps help student to perform better in memorizing utterances to be interpreted. Finally, eventhough most learners are first time learner, they have no difficulties in doing the practice. This shows that the UI of the apps is familiar to the learners.

The writers, however, suggest that the coordinator/teacher pay attention to the choosing of the materials and activities. As seen from the post interview, not all activities are easy for the learners. Some participant have difficulties in submitting the answers using audio and drawing mind-map. These, however, are not factored by the apps. In terms of audio submission, there should be a short course prior

to the assignment. In that short course, any submission or actions that need to be conducted by the learners should be made familiar. The same is for the drawing part of the activities. Again, this is not the fault of the apps since this problem occur on the learners understanding of mind-mapping. Finally, the writers also suggest that the audio provided for the practice does not incorporate any visual context. It means that when choosing the audio, it is better not to convert a video file into an audio file.

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## CURRICULUM VITAE

Complete Name	Institution	Education	Research Interests
Alvin Taufik	Universitas Bunda Mulia	Strata 2	Penerjemahan dan penjurubahasaan
Faisal Muhammad		Strata 2	Penerjemahan dan penjurubahasaan