

مجلة

كلية التراث الجامعة

مجلة علمية محكمة

متعددة التخصصات نصف سنوية

العدد التاسع والثلاثون

معاً نصنع المستقبل

عدد خاص بوقائع المؤتمر العلمي السنوي السادس عشر (الدولي الخامس)

18 نيسان 2024

ISSN 2074-5621

رئيس هيئة التحرير

أ.د. جعفر جابر جواد

1988

مدير التحرير

أ.م. د. حيدر محمود سلمان

رقم الايداع في دار الكتب والوثائق 719 لسنة 2011

مجلة كلية التراث الجامعة معترف بها من قبل وزارة التعليم العالي والبحث العلمي بكتابها المرقم
(ب 3059/4) والمؤرخ في (2014/ 4/7)

Translation and Communication Challenges Across Cultures & Languages During COVID-19 with Reference to Qatar and Iraq

Dr. Khalid Rokan Mansour
Al-Turath University

Abstract

The COVID-19 pandemic has a serious impact on education and cultures across the world, especially in the developing countries such as Iraq and Qatar. Millions of students in those countries are at risk of educational exclusion and inadequacy unless an urgent compensatory action is taken to curb or at least mitigate the impact of COVID-19 to ensure sustained adequate learning whether online, in person or hybrid. In mass communication and educational field, the COVID-19 pandemic has arisen as a multicultural threat. The pandemic made global mass schooling unexampled in the year 2020. This has therefore called for various changes in the modes of communication and translation during this raging pandemic. The paper first takes a glance at the influence of communication across cultures during the pandemic. In this case the Arabic cultures and language have been selected. The major base is through an outright survey of secondary published information. The survey conducted is extensively presented. In the selected articles such as having difficulties in translation among other changes in language during the time may have posed challenges. This, among other challenges in cross cultural communication, can provide instantaneous opposition to the flow of information. In either case, the study closes by recommending the constant update of individuals and citizens of Arab countries, Iraq in particular, through qualified translators and interpreters. In this case, the study draws fine communication to advocate for the differential changes in the manner and discussion of various communication techniques during the drastic time of the pandemic. This serves to paint the picture of how mass communication and translation have been affected overtime.

Keywords: communication, coronavirus, pandemic, culture, language, education.

كان لجائحة كوفيد-19 تأثير خطير على التعليم والثقافات في جميع أنحاء العالم، وخاصة في البلدان النامية مثل العراق وقطر. يتعرض الملايين من الطلاب في تلك البلدان لخطر الاستبعاد التعليمي وعدم كفايته ما لم يتم اتخاذ إجراء تعويضي و للحد من تأثير فيروس كورونا (COVID-19) أو على الأقل التخفيف منه لضمان التعلم المناسب والمستدام سواء عبر الإنترنت أو شخصياً أو مختلطاً. في مجال الاتصال الجماهيري والتعليم، برزت جائحة كوفيد-19 كتهديد متعدد الثقافات. لقد جعل الوباء التعليم الجماعي العالمي أمراً لا مثيل له في عام 2020. ولذلك استدعى ذلك تغييرات مختلفة في طرق الاتصال والترجمة خلال هذا الوباء المستعر. تلقي الورقة أولاً نظرة سريعة على تأثير التواصل عبر الثقافات أثناء الوباء. وفي هذه الحالة تم اختيار الثقافات واللغة العربية. القاعدة الرئيسية هي من خلال المسح المباشر للمعلومات المنشورة الثانوية. تم تقديم الاستطلاع الذي تم إجراؤه على نطاق واسع. في المقالات المختارة، مثل وجود صعوبات في الترجمة من بين التغييرات الأخرى في اللغة خلال ذلك الوقت، ربما شكلت تحديات. وهذا، من بين تحديات أخرى في التواصل بين الثقافات، يمكن أن يوفر معارضة فورية لتدفق المعلومات. وفي كلتا الحالتين، تختتم الدراسة بالتوصية بالتحديث المستمر للأفراد والمواطنين في الدول العربية، والعراق بشكل خاص، من خلال مترجمين تحريريين وفوريين مؤهلين. في هذه الحالة، ترسم الدراسة التواصل الجيد للدعوة إلى التغييرات التفاضلية في طريقة ومناقشة تقنيات الاتصال المختلفة خلال الوقت الجذري للوباء. يعمل هذا على رسم صورة لكيفية تأثر وسائل الاتصال الجماهيري والترجمة بمرور الوقت.

1-Introduction

The COVID-19 pandemic has emerged as a multicultural challenge in mass communication. The COVID-19 pandemic made the year 2020 as unprecedented global mass learning. The COVID-19 crisis is the neologism coined in reference to the crisis that has affected countries across the world and continues to pose a threat to both the health and economies of the world which, of course, have grave effects on the educational field. The World Health Organization (WHO) was and still is the international entity involved heavily in the neologism of its official languages. For these reasons, it was necessary that accurate language services be developed at healthcare facilities, like, for instance, Al-Turath University, which is an Iraqi private University. In Al-Turath, the English department has come forth to help the employees of the health sectors, professors, translators in the country in adapting to the cultural and linguistic challenges by offering various webinar related courses.

The definition of key terms may include; communication as the sending and receiving information from the sender to the receiver and vice versa. This includes our thoughts, the condition of society, the medium used to communicate, and also our location. The challenge is why many theorists and linguists around the world consider effective communication skills so desirable: precise, reliable and unambiguous communication is actually incredibly difficult (Skillsyouneed.com, 2021).

Pandemic, according to the World Health Organization, is described as the worldwide spread of a new disease. The matter in question affecting the communication around the world on a mass scale is a pandemic hence its relevance. Translators are bilingual professionals who are responsible for turning one language into another. In this case, the language to be turned is considered foreign and is turned into the Arabic native language to be fathomed by the local individuals (Piazza, 2021).

Culture is described as the community shared patterns of attitudes and experiences, socialization-learned cognitive structures and comprehension. It can also be seen as the formation of a group identity fostered by social behaviors that are unique to the group. In this case, culture encompasses various foods, religion and most importantly language (Zimmerman, 2017). Language can further be essential to this discussion as it forms a highly reputable formation of the culture and translation. It may be defined as system of traditional spoken, manual, or written symbols by which human beings communicate themselves as members of a social community and participants in its society (Robins and Crystal, 2020). These communication challenges have been brought about by COVID-19.

2- Literature Review: A Historical Perspective

COVID-19 crisis emerged from the city of Wuhan in China, the province of Hubei, which was and has since been in the global news headlines, that is, from January 2020. During the emergence of this disease (COVID-19), its cause was not evident. The COVID-19 has turned into a global crisis since January 2020. Since the emergence in China, that is, December 2019, of the crisis famously known as COVID-19 after being renamed from coronavirus disease in February 2020, the World Health Organization (WHO) has been monitoring COVID-19 development across the world. WHO's interest is the phenomenon behind this pandemic. During the COVID-19 breakout, WHO has used to refer to it as "a pneumonia of unknown cause."

Essentially, culture is the distinctive features of specific group of people, stated by everything from language, religious, beliefs, social habits, customs and arts (Rokan 2017). Based on the COVID-19 timeline, various compounds, phrases, or terminologies, that is, from “pneumonia of unknown cause” to acronym nCov (novel coronavirus) to short form or abbreviation 2019-nCoV, eventually to Coronavirus disease 2019, commonly known as COVID-19 have all been used to refer to a similar phenomenon (although it is now settled as COVID-19, to mean no more terminologies might be developed in future). It is of essence that the name of the disease be distinguished from the virus causing it to avoid any further confusion. The virus causing the disease is known as severe acute respiratory syndrome coronavirus 2, which is abbreviated as SARS-CoV-2, while the disease's name is Coronavirus disease 2019 or rather COVID-19 (Haddad Haddad & Montero-Martinez, 2020).

The factors affecting the development of COVID-19 can be illustrated in figure 1 below, which takes coronavirus as a natural agent (Haddad Haddad & Montero-Martinez, 2020). However, SARS-CoV-2, which is the name of the virus as per WHO's naming, has a complicated listing, which brings about many misinterpretations. The confusion comes in place as a result of SARS-CoV-2 being not a possible complication rather referring to the name of the virus; thus, an entity on its own.

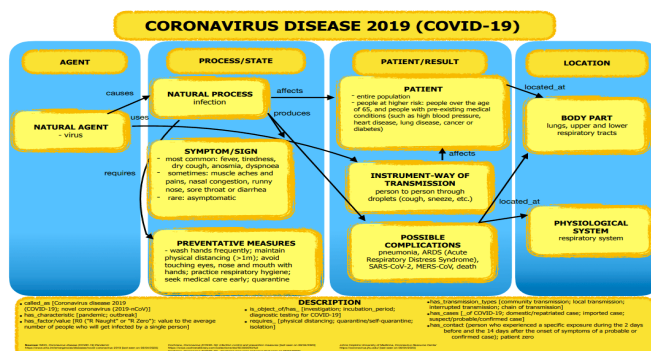


Figure 1: Coronavirus Disease 2019 (COVID-19) Event Source: (Haddad Haddad & Montero-Martinez, 2020).

This paper , of course, focuses mainly on the phenomena around Coronavirus Disease (COVID-19) in English, as well as the challenges around translation into Arabic and their impact on higher education as instanced by Al-Turath University. A primary emphasis has been using the word ‘coronavirus’ in mass media and whether this term would fulfill its function in communication across different languages like Arabic. According to science around this pandemic, there is a clear distinction between the disease and the virus causing it; however, this is not particularly the case across the world as the term ‘coronavirus’ is used differently in different languages, some referring to “coronavirus” as being COVID-19. This paper focuses on the COVID-19 pandemic as a mass communication challenge. Other factors may include; public communication and linguistic diversities, language barriers of the COVID-19 pandemic, the role of English multilingualism in global pandemic communication, and the role of minoritized languages in pandemic communication. Other than this, the role of language repertoires in building relationships and trust, and the implications for sociolinguistics are also discussed.

4- Cultural and Linguistic Perspectives during Coronavirus Disease (COVID-19)

Accurate language (communication) services need to be developed at healthcare and educational facilities, like, for instance, Iraq and Qatar which is also an Arab nation. In Qatar, TII (Translating and Interpreting Institute) at HBKU (Hamad Bin Khalifa University) came forth to help the interpreters in the country as well as translators in adapting to the cultural and linguistic challenges that were and continue to be brought about due to COVID-19 (Alfarhan, 2021, Basalamah, 2016).

Nurses, doctors, as well as other healthcare workers are the frontline professionals in fighting the COVID-19 crisis; however, these are being supported by thousands of experts in different fields. Some of these experts include translators and interpreters, who are professionals of great importance, especially in Arab countries such as Qatar. However, like in any other field, challenges are witnessed in these countries’ public services. Nevertheless, through training programs that the TII provide in Qatar at HBKU, (Alfarhan, 2021), there have been massive success and improvement in mass communication; thus, keeping the country’s population on alert, informed, healthy, and safe (Alfarhan, 2021).

Due to the emergence of COVID-19 crisis, language professionals in these Arab countries have since been running their routine as usual in their healthcare sectors. Although COVID-19 continues to pose different challenges, residents of these countries also continue to suffer and experience illnesses through which translating and interpreting comprehensive services and interpreting are required. Correspondingly, there is a need for accuracy in information for language interpretations and translations in critical locations, like Qatar at HMC (Hamad Medical Corporation) (Alfarhan, 2021). Nevertheless, the COVID-19 crisis continues to prompt adjustments in workloads. For these reasons, the transfer of information between individuals, patients, and medical professionals, whether in quarantine or wherever, has risen in its intensity; there is no doubt about this as it is evident in terms of prevention and treatment of this deadly disease.

Most of the Arab translators and interpreters are likely to get involved as well more in public activities. These activities include the equipment development or materials that would raise COVID-19 awareness to the public in a broad population (Alfarhan, 2021). Arab countries have vast ex-pat communities that require that the interpretation and translation activities.

These activities must involve knowledgeable professionals who are well aware of the common communicational languages as well as the cultural norms of a large group of people from different continents. In Qatar, for instance, the Translation and Interpretation Institute (TII) has since been asked through the Ministry of Foreign Affairs to interpret & translate the latest significant updates and trends in COVID-19 into Urdu, Sinhalese, Nepali, Hindi, and Bengali (Alfarhan, 2021).

It has also emerged that live interpretation and translation is of great need since public health services are required to provide daily updates on COVID-19 in their press conferences; for instance, in Qatar, it is the work of the Ministry of Public Health and the Supreme Committee for Crisis Management (Alfarhan, 2021). In such a setting in the Arab countries, interpreters and translators are of the essence in dialogues between these countries' governmental ministries and regional representatives World Health Organization .

Regardless of the working environment for the Arab countries' healthcare translators and interpreters, they have hugely benefited from training and graduate courses offered and developed by their public institutions, such as Hamad Bin Khalifa University in Qatar (Alfarhan, 2021). Such training and graduate courses include Translation and Interpretation Institute's Master of Arts in Translation Studies, which is a two-year training program developed to train interpreters & translators who work across the private and public sectors international organizations as well (Alfarhan, 2021).

Language interpreters and translators who work in Qatar's healthcare facilities have always benefited from Translating and Interpreting Institute (TII), which provides them with extensive course-specific training programs; thus, enabling them to diversify their language and communication skills. These programs revolve around the translating and interpreting of health-related and medical content. Correspondingly, learning has been divided further into four major categories; these are public health reports, patient brochures, and medical information leaflets; forensic toxicology and medicine focused in medico-legal reports; clinical & therapeutics focused on pathology and imaging reports; and disorders and diseases, translation resources and anatomical terminologies (Alfarhan, 2021).

Perhaps the courses' or rather training programs' credibility is due to the fact that the leaders of courses are translation professors and qualified medical doctors as well. For example, one of the Translating and Interpreting Institute's (TII's) programs had a certified and qualified medical translator holding diploma in public health services and clinical pharmacology as its leader (Alfarhan, 2021). The Translating and Interpretation Institute had planned a brief medical course or program, which was to have a doctor-translator as its leader. The doctor-translator was to be one that works at the World Health Organization's Regional Office in the Eastern Mediterranean.

However, the emergence of COVID-19 in the Arab countries such as Qatar has brought about their translating and interpreting institutions trying to invest more in their programs to cope with the emerging trends in the COVID-19 crisis. For instance, the TII has since not had features such as contingency planning and civil-complex emergencies in the contents of the course; something which has to change. Apparently, the language interpreters and translators in the Arab countries (Qatar in this case) have been forced to adapt to the changing trends resulting from the COVID-19 crisis. Moving forward, TII has come forth to express its desires to strengthen and improve these translators' and interpreters' capabilities. This can be

accomplished through development opportunities and advanced training programs (Alfarhan, 2021).

In Iraq, Al-Turath University has come forth to help the professors, interpreters in the country as well as translators in adapting to the cultural and linguistic challenges by offering different comprehensive courses, that were and continue to be brought about due to COVID-19 and, of course, the procedures that overcome or reduce the outbreak and improving the competence of interpreters, translators and professors alike.

Likewise, nurses, doctors, as well as other healthcare workers are the frontline professionals in fighting the COVID-19 crisis; however, these are being supported by thousands of experts in different fields. Some of these experts include translators and interpreters, who are professionals of great importance, especially in the Arab countries such as Iraq. However, like in any other field, challenges are witnessed in these countries' public services. Nevertheless, through training programs (seminars of knowing and improving the performance) provided in Iraq at Al-Turath University, there have been massive success and improvement in mass communication; thus, keeping the country's population on alert, informed, healthy, and safe. Due to the emergence of the Coronavirus Disease (COVID-19) crisis, language professionals in these Arab countries have since been running their routine as usual in their healthcare sectors. Although COVID-19 continues to pose different challenges, residents of these countries also continue to suffer and experience illnesses through which translating and interpreting comprehensive services and interpreting are required (Rokan 2018). Correspondingly, there is a need for accuracy in information for language interpretations and translations in critical locations, like Iraq at Al-Turath University (Alfarhan, 2021).

Nevertheless, the COVID-19 crisis continues to prompt adjustments in workloads. For these reasons, the transfer of information between individuals, patients, and medical professionals, whether in quarantine or wherever, has risen in intensity; there is no doubt about this as it is evident in terms of prevention and treatment of this deadly disease. Most of these Arab translators and interpreters are likely to get involved more in public activities. These activities include the equipment development or materials that would raise COVID-19 awareness to the public in a broad population (Alfarhan, 2021). The Arab countries have vast ex-pat communities that require interpretation and translation activities. These activities must involve knowledgeable professionals who are well aware of the common communicational languages as well as the cultural norms of a large group of people from different continents (Rokan 2017). In Iraq, for instance, The Iraqi Translators' Association has since been asked through the Ministry of Foreign Affairs to interpret and translate the latest significant updates and trends in COVID-19 into English, Persian Urdu, Nepali, Hindi, and Bengali. It has also emerged that live interpretation and translation is of great need since public health services are required to provide daily updates on COVID-19 in their press conferences; for instance, in Iraq, it is the work of the Ministry of Public Health and the Supreme Committee for Crisis Management in such a setting and in the Arab countries, at large, interpreters and translators are of the essence in dialogues between these countries' governmental ministries and regional representatives for World Health Organization, (Alfarhan, 2021).

5-COVID-19 as a Mass Communication Challenge

The COVID-19 pandemic made the year 2020 as unprecedented global mass communication and learning. Language interpreters and translators who work in Iraq's healthcare facilities have

always benefited from the afore- mentioned courses, which provide them with extensive course-specific training programs; thus, enabling them to diversify their language and communication skills. As in Qatar, these programs revolve around the translating and interpreting of health-related and medical content. Correspondingly, learning has also been divided further into four major categories; these are: public health reports, patient brochures, and medical information leaflets; forensic toxicology and medicine focused on medico-legal reports; clinical & therapeutic have focused on pathology and imaging reports; and disorders and diseases, translation resources and anatomical terminologies.

However, the emergence of COVID-19 in the Arab nations such as Iraq has brought about their educational institutions trying to invest more in their programs to cope with the emerging trends in the COVID-19 crisis. Apparently, the language interpreters and translators in the Arabic countries (Iraq this case) have been forced to adapt to the changing trends resulting from the COVID-19 crisis. Moving forward, Al-Turath University comes forth to express its desires to strengthen and improve these translators' and interpreters' capabilities. This can be accomplished through development opportunities and advanced training programs (Rokan 2020).

Understanding the unique disease's name brings forth even more confusion in mass communication due to the complex phenomena surrounding this global pandemic. Due to the facts and myths around COVID-19, people across the world have had to learn new public health concepts that have not previously existed and that people find so hard to cope with, such as "social distancing," "wearing masks in public," "flattening the curve," "droplet transmission," among others; all these being branded as protocols to fight the deadly disease. People have also had to learn new health measures known as containment measures, such as mask-wearing, contact tracing, lockdowns, etc., all of which revolve around the same COVID-19. Therefore, COVID-19 has brought together people worldwide to discuss not many but one deadly disease 'Coronavirus disease;' perhaps there has never been a topic discussed so widely like this ever before by so many people globally.

6-Language Challenges During the COVID-19 Pandemic

The challenges in communication around this global crisis matter lot since individual outcomes usually significantly impact the overall course of the COVID-19 crisis. This is more than any other disaster that has ever been. Since anyone can contract this deadly virus, containment and prevention measures to help fight and reduce the risk of spreading are related to the overall risk to the larger population, i.e., the community. Therefore, everyone must be aware of the existence of COVID-19, and this can only be made possible through mass communication. The major challenge evolving around this pandemic is the linguistic diversities of different communities worldwide; thus, research is of great essence to help understand different communities' sociolinguistics, which will then aid in fighting against the pandemic. Therefore, it is vital to identify the public health information needs of multilingual populations, as well as understanding whether these needs have been addressed or not (Piller, et al., 2020).

7- Teacher's Role During Covid-19

Starting from the fact that Covid-19 crisis broke out in the beginning of 2020, educational strategies have taken several directions to cope with that unanticipated disconsolate situation. Education in the entire world has been put in a critical position, characterized in the ways to

afford education for all and in the quick and effective methods to achieve learning objectives and satisfaction.

Consequently, depending on the fact that the teachers have various and crucial roles to play in face-to-face instruction and in according to the traditional method of teaching, an e-teacher's role has taken various new emerging forms and means. Cohen and Nycs (2006) point out that: The role of the teacher in E-Learning is not restricted to being the contributor of knowledge. E-Learning and webinar demand more from teachers than lectures. Certainly ICT (Information and Communication Technologies) can, of course, be used for "traditional" teaching and sharing the knowledge; it also can be useful for E-Learning. It qualifies teachers in different educational facilities to package learning opportunities in a varying and increasing number of alternative ways so as best to meet the varying needs of different students (Ibd.5). This means that the availability of media tools makes it convenient to university professors to vary the content they intend to share with learners and students alike. In this respect, online learning and webinar revolutionize the teacher's roles by deconstructing the canon of the traditional means or face-to-face teaching. The teacher's role now is referred to as a reference for learners at the knowledgeable and technical levels, meaning that the teacher in higher education is expected to be equipped with all that is needed for learners. In sum, university professors' main role is to vary the methods and approaches they implement as the media's tools vary.

Likewise, Partridge and Edwards (2005) refer that "Ideally, beyond the "lecture", the teachers should package, sequence, and deliver the knowledge, skills, and abilities being learned in response to each learner's unique needs" (p.4). Differently put, university professors are found in situations where they arrange online courses in one package, including the skills with which learners need to respond to e-learning classes. Moreover, the teacher's job in e-Learning is to assist the learning procedure and to monitor the advancement in learning (Bielecki, 2002; Razak, Yassin, & Maasum, 2020).

8- Conclusion

In the efforts to help contain and fight this global pandemic, everyone has to be informed and stay updated on the developments related to COVID-19. This includes the patients, as they have the right to be updated about their medical situations or rather conditions, as well as the treatment provided by the healthcare workers or professionals. This applies to Arab countries' indigenous populations such as Iraq and those who do not particularly speak Arabic or lingua franca as their mother tongue. Therefore, high training programs based on interpreting and translating COVID-19 content into these citizens or students is of great importance, which will bring about highly trained translating and interpreting professionals in the education and healthcare facilities. Correspondingly, the same applies to interpreters and translators involved in public awareness campaigns. Future studies should focus more on the causes and manifestations of these diseases as different variants are being discovered quite regularly since it was first reported in Wuhan, China. The paper essence is how the information and discoveries evolving around COVID-19 can be addressed and communicated so that people worldwide can stay informed and updated. It is also worth mentioning that E-learning is still in its infancy in the educational institutions in Iraq, in spite of the efforts made by decision-makers in higher education to make it a substitute for face-to-face instruction. Moreover, it should not be ignored that distance education has been implemented as a protective procedures against the global pandemic.



References

- Alfarhan, M. (2021). Communicating Across Cultures and Languages during COVID-19. Hbku.edu.qa. Retrieved 30th January 2021, from <https://www.hbku.edu.qa/en/news/languages-during-COVID-19>
- Basalamah, S. (2016). Mapping the Gulfs of translation studies. QScience Connect, 2016(Special Issue on Translating the Gulf: Beyond Fault Lines), 5.
- Bielecki, W. T. (2002). Fundamentals for E-learning Systems. Retrieved October 20, 2020 effective online teaching, 1-17. from http://republika.pl/webmarketing/materialy/eLearning/e-learning_tekst.htm. Global.
- Haddad Haddad, A., & Montero-Martinez, S. (2020). COVID-19: a metaphor-based neologism and its translation into Arabic. Journal Of Science Communication, 19(05),A01. <https://doi.org/10.22323/2.19050201> in Learning English Language Skills. In Enhancements and Limitations to ICT-Based Informal Language Learning: Emerging Research and Opportunities (pp. 161-182). IGI
- Khalid Rokan, Mansoor, (2017) The investigating semantic and syntactic equivalence in the translation process. POLITECHNICAL UNIVERSITY PRESS OF TIMISOARA, 2017.ISBN978-606-35-0176-0.
- Khalid Rokan, Mansoor. (2017). The concept of metaphor in the English-Arabic translation, in Dejica, D. and M. Cernicova (eds.) Professional Communication and Translation Studies, 9/2017, Timisoara: Editura Politehnica.
- Khalid Rokan, Mansoor, Translation Across the Difficulties of Equivalence Concept. Scientific Bulletin of the Politehnica University of Timișoara Transactions on Modern Languages Vol. 17, Issue 1 / 2018.
- Khalid Rokan, Mansoor, The Importance of Language in the World of Translation, College of Basic Education- Al-Mustanssiriyyah university, 2020 September. P:ISSN1815-7467. EISSN: 2706-8536.
- Khalid Rokan, Mansoor(2021)The Significance of Transfer in The Process of English and Arabic Translation Across Cultural Perspective.international journal of english literature and social science. Vol6, issue4; Jul-August, 2021
- Lewis, R. (2010). When cultures collide (pp. 171-211). Boston, MA: Nicholas Brealey Publishing.
- Nycz, M., & Cohen, E. (2006). The basics for understanding e-learning. Principles of Partridge, H. & Edwards, S. (2005). Establishing the IT student's perspective to e-learning:
- Piazza, N. (n.d.). What is the role of a language translator. Translation, Localization and Interpretation Services - LinguaLinx. <https://www.lingualinx.com/blog/role-of-a-language-translator>
- Piller, I., Zhang, J., & Li, J. (2020). Linguistic diversity in a time of crisis: Language challenges of the COVID-19 pandemic. Multilingua, 39(5), 503-515. <https://doi.org/10.1515/multi-2020-0136>
- Preliminary findings from a Queensland University of Technology case study. Issues in Informing Science and Information Technology, Vol. 2 pp. 297-312.
- Razak, N. A., Yassin, A. A., & Maasum, T. N. R. T. M. (2020). Formalizing Informal CALL
- Robins, R. Henry and Crystal, . David (2020, October 29). Language. Encyclopedia Britannica. <https://www.britannica.com/topic/language>
- Skillsyouneed.com 2011-2020. (n.d.). What is communication? Skills You Need-Helping You Develop Life Skills. <https://www.skillsyouneed.com/ips/what-is-communication.html>.
- World Health Organization.(n.d.)Whaisapandemic? <https://www.who.int/csr/disease/swineflu/> fr
- uently_asked_questions/pand m. -Zimmermann,K.A.(2017,July13).What is cultural? livescience. com. <https://www.livescience.com/21478-what-is-culture-definition-of-culture.html>.