

An Empirical Study of New Blended Translation Teaching Model

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Abstract—The aim of this paper is to change traditional models of translation teaching, construct a new and effective blended teaching model, and encourage students to form a habit of autonomous translation learning. Hence, in light of seven years of translation teaching experience, the author develops the new teaching model on the basis of blended-learning theory from the perspectives of MOOC and data-driven learning. This model consists of four steps: MOOC autonomous cognition, corpus data-driven learning, imitative writing and mutual-evaluating by translation workshop. In order to prove its validity, a translation teaching plan is designed according to the above four steps, and questionnaires and deep interviews of learning satisfactions are surveyed. After analyzing the data and satisfactory degrees, we prove that this teaching model is scientific and effective, and it can lead students from conscious imitating into unconsciously creative translating, and finally help them form a positive habit of translation learning.

Keywords—*blended-teaching model; MOOC; data-driven; imitative writing; translation workshop*

I. INTRODUCTION

With the rapid development of educational concepts and technologies, blended-teaching has become more and more popular in English teaching. Its most obvious trait is to combine the classroom oral communication with the online written communication [1], which is committed to active learning and communicating for the students without time and space limitation. Hence, the core goal of this model is to provide a kind of student-oriented learning experience with higher participation [2]. In this learning experience, as a motivator, the student can acquire and utilize knowledge actively, effectively and creatively [3]. What's more, this model can also optimize the usage of teaching resources, for instance, we can put some classroom activities on line so as to make room for more face-to-face activities [4].

English teaching emphasizes the linkage and exchange between in-put and out-put of the language. And blended-teaching model can broaden the range of teaching implementers and teaching environment, and create more effective, extensive, autonomous and cooperative learning space to ensure English teaching activities to be carried out successfully.

Therefore, in this paper, guided by blended-teaching theory, with the perspectives of MOOC and data-driven learning, the author develops a new translation blended-teaching model which includes four sub-models: MOOC autonomous

cognition model, corpus data-driven model, translating model of imitative writing and mutual-evaluating model of translation workshop. Furthermore, in this empirical study, the 2nd and 3rd year non-English majors of Northwest Minzu University are used as studying objects, and the process and effect of the course Audiovisual Translation Theory and Practice are presented, surveyed and analyzed to prove the scientificity and practicality of this model.

II. SYNOPSIS OF MOOC-BASED AND DATA-DRIVEN BLENDED ENGLISH TEACHING

The concept of Blended-learning was firstly introduced by Professor He Kekang on the 7th Seminar of Computer Education Application. He regarded Blended-learning as the complementation of traditional learning methods with E-learning [5], namely, in the teaching process, teachers should be not only leaders and managers but also guiders and animator for the students' activity and creativity. Only by combining and complementing the above two, can we obtain the best learning effect.

MOOC (Massive Open Online Courses), amalgamating education with internet, have already changed the education model, which will certainly have a great impact on traditional university classroom teaching. Therefore, it is our challenge to utilize the 3rd Industry Revolution and seize the opportunity of educational technology [6]. However, when retrieving "MOOC" on the internet, we find out that no formal papers of master or doctor degrees exist up to May 1st 2014. Hence, such aspect of research needs to be further enhanced immediately [7].

Data-driven Learning, as a new English teaching and learning method, was put forward by Tim Johns in University of Birmingham in 1990s. It is a discovering and exploring language learning method, by which students can observe, generalize and conclude the linguistic phenomenon in the corpus, and then find out their syntax rules, expression of meanings and pragmatic features actively. In general, this method is student-oriented, and based on the educational thoughts of constructivism and humanism [8]. From then on, corpus-based teaching and researches spring up like mushrooms abroad. However, according to Liang Maocheng's [9] statistics, in China, the number of making full use of corpus in English teaching and learning is very few. So it is extremely urgent for us to explore Blended English teaching from the perspective of MOOC and Data-driven learning.

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III. CONSTRUCTION OF NEW TRANSLATION BLENDED-TEACHING MODEL

The new translation blended-teaching model consists of four sub-models: MOOC autonomous cognition model, corpus

data-driven model, translating model of imitative writing and mutual-evaluating model of translation workshop. Its general framework is as follow:

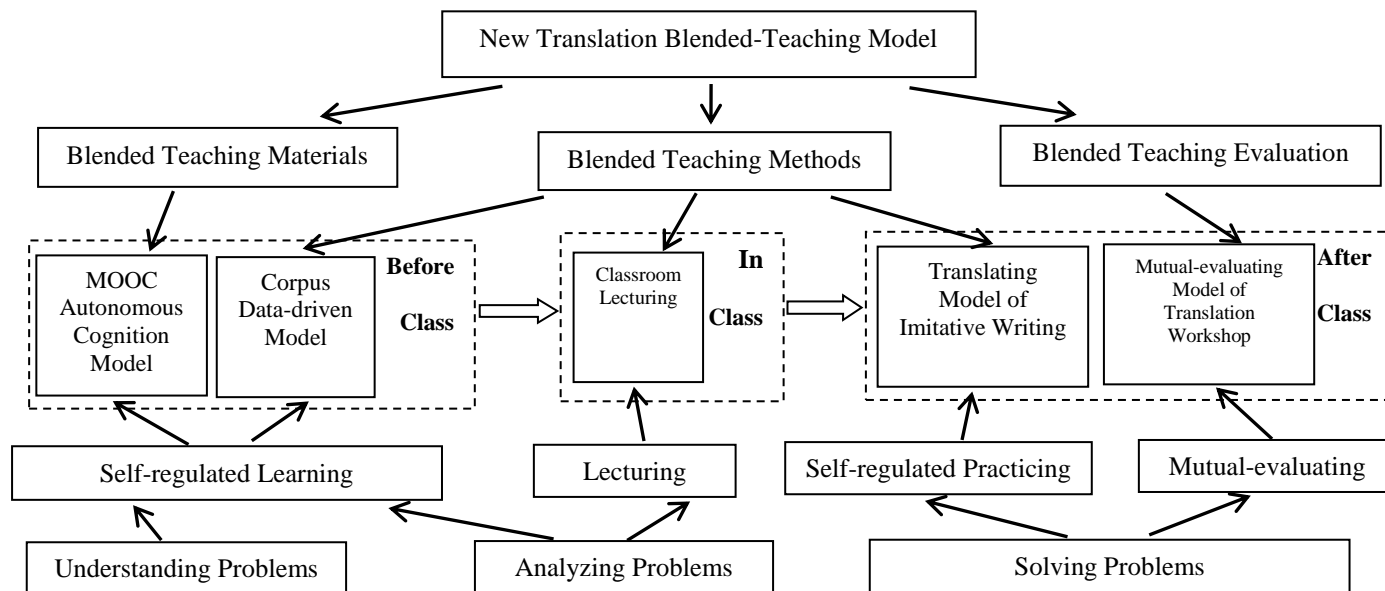


Fig. 1 GENERAL FRAMEWORK OF NEW TRANSLATION Blended-TEACHING MODEL

As the above table shows, the new blended-teaching model is scientific, for it conforms to the philosophical pattern of “understanding problems, analyzing problems and then solving problems”. Students’ autonomous cognition through MOOC is the process of recognizing translation problems, while their data analysis and teachers’ lecturing are the process of analyzing translation problems and their practice of imitative writing and cooperation of translation workshop are the process of solving problems with their analyzing conclusion. In this model, there are four new terms coming into being with the development of internet technology, they are MOOC, corpus, imitative writing and translation workshop. Translating by imitative writing is a kind of translation teaching method which is based on Bandura’s observational learning in his social cognitive theory and benefits from the huge corpus provided by internet [10]. By using this method, students can retrieve the sample text on the internet, and then translate their new text by imitating the sample. This method will lead students from conscious imitating into unconsciously creative translating, which will form a positive cycle of translation learning for them.

Translation workshop, similar to commercial translation center, is a group of translators practicing and evaluating translations cooperatively [11]. When transplanted into translation teaching, it becomes a teaching method. Its essence is to encourage students to learn translation from practice, which accords with the law of cognition. It belongs to the process-focused approach, which lays emphasis on the translating process rather than the results. So in the translating process, the teacher’s role will be changed as organizers, advisers, and supervisors, while students’ will be transformed as participants, learners and cooperators.

In a word, new translation blended-teaching model is a kind of student-oriented mutual curriculum design which is mixed with new internet technologies of MOOC and corpus. And it breaks the limitations of participants number, time and space.

IV. TEACHING DESIGN OF AUDIOVISUAL TRANSLATION PRACTICE AND THEORY

A. The Analysis of Learners

Audiovisual Translation Practice and Theory (abbr. AVT) is a selective course for the 2nd and 3rd years non-English majors of Northwest Minzu University. And in this class, there are 50 students. Due to their different English backgrounds, their learning motivations, interests and styles are different, too. So in line with their differences, the author divided them into five groups of small translation workshops so as to do translation practice cooperatively.

B. Teaching Goals

The three main goals of AVT are: firstly, to grasp the basic definitions and theories of AVT; secondly, to know well the technical constraints and rules of AVT; thirdly, to know characteristics of different film types and to master the strategies and skills of AVT; lastly, to develop the critical ability of AVT.

C. Teaching Contents

This course consists of six parts: (1) Introduction of AVT; (2) Technical constraints and rules of AVT; (3) Classification of Film and Television Works: Basic Language Features and Translation Principles; (4) The Practice of Dubbing and Subtitling; (5) The translation of Film and Television Names;

(6) Audiovisual Translation Criticism; (7) Traditional Ideas and Modern Visions of AVT.

D. Teaching Process

As Table 1 shows, the teaching process is divided into three steps: (1) the MOOC autonomous cognition model and corpus data-driven model before class; (2) the lecturing and discussion in class; (3) the translating model of imitative writing and mutual-evaluating model of translation workshop after class.

Before class, students are asked firstly to watch a certain type of film, and then to analyze its subtitle features by using the subtitle corpus data and then to sum up the strategies or skills used in this type of subtitling. In class, after discussing each group's summary, the teacher's main job is to generalize different ideas and supplement deficiencies. After class, a part of subtitles are given to each group to translate. And they are demanded firstly to find a sample on the internet, secondly to try to translate the subtitles by imitating the sample cooperatively, and thirdly, after their works being evaluated mutually, to write a translation report including: the sample text, the imitative translation, the advice given by others and their correcting measures.

V. THE INVESTIGATION OF TEACHING EFFECT

Owing to the main driving force of blended-teaching is the students, the teaching effect is generally reflected by the students' satisfaction [12]. In another word, the evaluation of teaching effect largely depends on the feedback and opinions of students after class. It involves the feeling and understanding of blended-teaching and the self-evaluation of

learning effect. Therefore, in this study, students' satisfaction of the teaching process is used to estimate the effect of this English teaching practice.

A. Surveying Methods

According to the actual situation of teaching and learning environment, the student satisfaction questionnaire is designed. The questionnaire comprises four parts: teaching model, teaching contents, teaching interactivity and learning effect with a total of 12 items. In the questionnaire, five point scale is used, from 1-5 implying very satisfied, satisfied, OK, not very satisfied and very unsatisfied. In addition, in order to make the results more scientific, in this study deep interview is also adopted. The interviewing contents are extended topics of the above four parts, namely the students talk about their satisfaction and dissatisfaction in their own learning experiences

B. Data Collecting and Processing

In this study, 50 questionnaires were dispensed and 50 were collected. However, due to 4 questionnaires with incomplete answers, 46 questionnaires are valid finally. After screening the answers, 5 students were interviewed. The questionnaire data were counted by SPSS16.0, and the interviewing recordings were firstly changed into texts, and were then classified, analyzed and summarized.

C. Findings

According to the surveying purpose, single sample *t* is selected to test the statistical data of questionnaires. The test value is set to 3, that is, the corresponding value of the OK.

TABLE I MEAN VALUE OF THE SATISFACTION OF AVT BLENDED-TEACHING (* $p < 0.05$)

| Item Dimension | Item Description | Mean Value (<i>M</i>) | Standard Deviation (<i>SD</i>) | <i>t</i> Value |
|------------------------|--|-------------------------|----------------------------------|----------------|
| Teaching Model | To facilitate autonomic learning | 4.19 | 0.62 | 11.481* |
| | To facilitate communication and interactivity | 4.31 | 0.63 | 10.693* |
| | Be helpful to acquire and expand more theories and techniques of AVT | 4.24 | 0.59 | 12.410* |
| Teaching Content | High practicability | 4.36 | 0.59 | 13.773* |
| | High acceptance | 4.19 | 0.52 | 14.927* |
| | High novelty | 4.17 | 0.67 | 10.721* |
| | High variety | 4.02 | 0.71 | 8.859* |
| Teaching Interactivity | Be helpful for the communication between teachers and students | 4.01 | 0.86 | 6.961* |
| | Be helpful for the communication among students | 4.00 | 0.67 | 8.410* |
| | Be helpful for knowledge complementary | 3.73 | 0.80 | 5.860* |
| Learning Effect | Subtitling ability has been improved. | 4.03 | 0.65 | 9.428* |
| | The ability of subtitling criticism has been improved. | 3.75 | 0.77 | 5.844* |

As the above table shows, both mean values of "Teaching interactivity is helpful for knowledge complementary" ($M=3.73$) and "The ability of subtitling

criticism has been improved" ($M=3.75$) are greater than 3, and the mean values of the other items are more than 4, and the data were significant ($p < 0.05$). This shows that almost

all the students are satisfied with the translation blended-teaching, thus the teaching effect obtained accords with our teaching goals. The mean values of three items in Teaching Model “To facilitate autonomic learning” (M=4.19), “To facilitate communication and interactivity” (M=4.31) and “Be helpful to acquire and expand more theories and techniques of AVT” (M=4.24) are all higher than 4, which symbolizes that the teaching model is highly satisfied by the students. What's more, the “practicability” (M=4.36), the “novelty” (M=4.17) and the “variety” (M=4.02) of teaching contents are also highly accepted by the students. As for the learning effect, students’ subtling abilities are greatly improved (M=4.03), but the value of “The ability of subtling criticism has been improved” (M=3.75) is a little bit lower. Therefore, in the future teaching, the ability of subtling criticism should and must be enhanced.

VI. CONCLUSION

From the above survey results, we can conclude that AVT Blended-teaching has a good effect. Its main features are: (1) the combination of online teaching and offline teaching is the basic assurance for implementing of English Blended-teaching; (2) varieties of inter-activities is the core part of implementing English Blended-teaching; (3) taking advantage of students’ key role is the basic principle of implementing English Blended-teaching; (4) providing abundant and high-quality learning resources is an important means of implementing English Blended-teaching.

In a word, through teaching practice, we realize that Blended-teaching model is very useful for English teaching. As long as every teaching step is elaborately designed, and is strictly organized and implemented according to the plan, good teaching results will be certainly received. Without doubt, there is no fixed Blended-teaching model, so we

need explore new models constantly. Only being mixed with innovative ideas, Blended-teaching model can be more useful for the English teaching.

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