AN ACTION RESEARCH IN A CLASS OF THEORY OF ENGLISH TRANSLATION AND INTERPRETING: BYOD AND BYOC

NGHIÊN CỨU CẢI TIẾN: SINH VIÊN TỰ MANG THIẾT BỊ CÁ NHÂN VÀ TỰ THIẾT KẾ HOẠT ĐỘNG HỌC TẬP TRONG MÔN HỌC LÝ THUYẾT DỊCH TIẾNG ANH

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ABSTRACT

In the context of the 4th Industrial Revolution with unlimited technological advancement and innovation, how can educators innovate their teaching and facilitate their students in their learning process, so that students can accumulate required skills and achieve the set learning outcomes of each course they take? In order to find out the answer, the authors have revised some literature concerning BYOD trend, Active learning strategies and digital literacy. The authors have conducted an action research at the Faculty of Foreign Languages with the participation of 25 English-majored students in a Theory of English Translation and Interpreting. The findings include students' positive perception towards the practice and some achievements and problems during the teaching and learning process. This paper also recommends further studies so that the practice could be utilized to the best outcomes.

Keywords: BYOD, learner-generated content, active learning.

TÓM TẮT

Cách mạng công nghiệp 4.0 mang theo tiến bộ về khoa học công nghệ và đổi mới sáng tạo. Vậy các nhà giáo dục có thể đổi mới giảng dạy như thế nào và hỗ trợ sinh viên trong quá trình học tập như thế nào để có thể tích lũy các kỹ năng làm việc và đạt được các mục tiêu học phần của từng khóa học? Để tìm câu trả lời, các tác giả đã tóm tắt một số nội dung lý thuyết về xu hướng tự mang thiết bị cá nhân và chiến lược học tích cực và học tập kỹ thuật số. Các tác giả cũng tiến hành một nghiên cứu cải tiến trong môn học của khoa Ngoại ngữ với sự tham gia của 25 sinh viên chuyên ngữ trong lớp Lý thuyết dịch Tiếng Anh. Kết quả nghiên cứu bao gồm nhận thức tích cực về quá trình học và một số kết quả đạt được và các vấn đề trong quá trình dạy học. Bài báo cũng đề xuất một số nghiên cứu liên quan để phương pháp dạy học được khai thác tối ưu.

Từ khóa: Xu hướng tự mang thiết bị cá nhân, nội dung do sinh viên xây dựng, học tích cực.

1. INTRODUCTION

"50% of all employees will need reskilling by 2025, as adoption of technology increases according the World Economic Forum's Future of Jobs Report" [16]. The author also points out that 85 million jobs may be taken over by machines while 97 millions new ones will be created. Gray (2016)'s skills list remains critical thinking and complex problem solving. However, the most noticeable skill goes to newly-emerging active learning and learning strategies, which ranks 2nd in the top 10 skills of 2025. Future workers need to aware that they may encounter stages of reskilling and upskilling in their work. So are teachers and educators, whose jobs are to prepare the most suitable workforce with the highest qualities possiblely and hopefully.

The integration of workplace skillsis not a new idea in language teaching. The point is how to integrate those significant skills into the teaching of subject contentamist the support of available apps and devices. Relevant studies in the field of language teaching could be found like BOYD trend, blended learning and the integration of 21st century skills.

The Industries 4.0 obviously does not let educational sector behind. With great technological advancement, Nunan [11] quoted Wragg that:

"in the new millenium, teachnology and multimeadia resources will enable individuals to discover things independently, the lofuc of education must shift from knowledge transmission to the forstering of a spirit of inquiry and independence, people will have t learn to work collaboratively in teams; there will be new demands for personal creativity, imagination and inventive thinking.

Cornell University, the USA, offers a definition of digital literacy as "the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet". Therefore, the ideas of having students practise

with the Internet via their devices and applying skills in certain classes had been discussed. An action research called "bring your own device" (BYOD) and "Bring your own content" (BYOC) has been conducted in a Theory of Translation and Interpreting class. The purpose of this study is to find out how students perceived about the new practice in general and weather it has any impact on their skills. The research aims to find out answers for three questions:

- Is working on the project beneficial to students' learning?

- Is working on the project improve students'skills?

- How can the practice be more beneficial and effective?

Following hereinunder is the review of related literature, the description of methodology and discussion of the findings. The paper ends with the conclusion with recommendations.

2. LITERATURE REVIEW

2.1. Bring your own device (BYOD)

BYOD is a policy that allows students to use their own devices, usually their smart devices like phones or tablets or laptop to access subject content. BYOD is called a trend for the fact that more and more educational instituations turn green light to it, which solves the financial problems. One of the problems is definitely the budget for equipment installation adequately for students, then the cost for maintenance. Students gain benefits from BYOD in the way that their technological skill is better, and they can avoid the lack of equipment during "rush hour" prior to exams or deadlines. BYOD also gives students the feeling of ownership during the learning process and project work. Above all, the most important benefit is flexible time, which means students can study at their own pace whenever and wherever they want. In fact, BYOD should have it position as language teaching and learning is not only CALL (computer-assisted language learning) but also MALL (mobile-assisted language learning).

In interpreting classes, mobile phones can be used to record interpreted messages, which could be analysed later for improvement and visualization of the interpreting memorising strategies.

2.2. Learner-gernerated content (LGC)

Learners or students create the content as required and contribute to class activities, which is defined as "bring your own content" in this paper.

This practice has actually earned interest from international researchers. Following are some recent studies with the participation of language learners.

Lambert, Philp & Nakamura have conducted an experiment with a class of 35 students [6]. The study concluded that that tasks operating on learner-generated, compared to opposed to teacher-generated content (TGC) had positive effects on behavioral engagement (effort and persistence in task completion), cognitive engagement (attention to elaborating and clarifying content) and social engagement (participants' affiliation in the discourse) in L2 use during task performance. The post-performance questionnaire also supported the results for performance. Learner-generated content condition received more affective engagement in the performance of the tasks than the teachers'.

LGC does have positive impacts on language learners. 2 Japanese learners of English and 2 Japanese learners of Chinese in Lambert & Zhang perceived that all four learners were more socially and emotionally engaged in LGC tasks than in TGC tasks [7]. They were also more fluent and accurate with less complex speech.

40 intermediate Turkish learners of English studied various topics in phonetics and phonology by creating learning materials in teams. The data imply that learner-generated materials seem to be a good option for learners to get involved in research in a flipped class. The participants showed positive attitude towards the newly-introduced class model [1].

The content in the LGC is also extended to test. The experiment with Sixty-eight Iranian university students, whose English level is intermediate, concluded that student-generated Grammar test activity is superior in the way that the experimental group outperformed the control ones. This could possibly result from exposure to test construction throughout the treatment period Baleghizadeh & Zarghami [2].

2.3. Flipped class

In traditional classes, learners attend lectures, then do practice activities or homework to acquire knowledge. In the contrary, flipped class requires learners to work with lessons in advance by reading provided materials, summarizing materials, learning with videos or powerpoint slides and other Internet-based materials. Traditional lectures have now turned into homework which learners must study before classtime. Classtime is spent on practice, assessment, review and/or discussions with the instruction of lecturers, who play the role of the facilitator.

46 studies collected and summarized by Means, Toyama, Murphy, Bakia & Jones [10] indicate that flipped class model offers deep learning, meaningful learning and develop critical thinking and other high order thinking skills.

As reported by Sams & Bergman, flipped classes should be suitable for theory classes and project-based learning.

2.4. Active learning strategies

Active learning, as defined by Prince, requires students to do meaningful learning activities and to be aware of what they are doing [13]. The centralpoints of active

learning are students' activity and engagement in the learning process. In active learning setting, students are accountable for their own acheivements. They are assigned to work in a pair of group. Teachers provide activity structures that encourage productive learning behaviors. Teachers create carefully designed activities that require students to talk, write, and express their thinking. Students go beyond listening, copying of notes and execution of prescribled procedures.

The literature has proved a number of benefits of active learning Freeman, Eddy, McDonough, Smith, Okoroafo, Jordt, &Wenderoth analysed 225 studies in different STEM courses that compare traditional lecture to active learning [5]. The meta-analysis reported that students' average exam scores were around 6% higher in active learning classes. Meanwhile, the risk of failing among students in traditional classes was found to be 1.5 times higher, comparing to classes with significant active learning.

In active learning language classes, students have the opputunity to share ideas, learn how others think and react to problems. Besides, cctive learning classes create a positive attitude towards the process of learning and make reserved students participate.

O'Neal and Pinder-Grover, (n.y.) have listed some techniques for active learning, namely Self-Assessment, Cooperative Groups in Class (Informal Groups, Triad Groups, etc.), Interactive Lecture, Active Review Sessions (Games or Simulations), and Jigsaw Discussion. The last activity is decribed in details as follows:

Jigsaw Discussion: In this technique, a general topic is divided into smaller, interrelated pieces (e.g., a puzzle is divided into pieces). Each member of a team is assigned to read and become an expert on a different topic. After each person has become an expert on their piece of the puzzle, they teach the other team members about that puzzle piece. Finally, after each person has finished teaching, the puzzle has been reassembled, and everyone on the team knows something important about every piece of the puzzle.

Other detailed description could be found online with the provided reference.

3. METHODOLOGY

3.1. Research method

The action research will be the main method used for the study because of its following characteristics [4]:

- Bring about changes and improvements in practice

- Be small-scaled, contextualised and local

- Be participatory

- Be a normal part of teaching

The action resesearch follows the 4 phase loop: planning - acting - observing - reflecting as reviewed by Burns [3]. Once the teacher-researchers had identifed the objectives of the research and reviewed related literature, a research plan have been developed that students would participate in a small project. The reasons for this practice is that in a real workplace, students who experienced PBL have better knowledge and skills like decision-making, problem solving, collaborating, communicating and teamwork. PBL is proven by Levine to be beneficial for language learners, too [8]. It offers opportunity for an integration of language skills [15]. With the view to motivation, a project is a real work experience which is meaningful, more interesting and motivational, therefore promote learning. During the process, students can strengthen their communication, negotiation and cooperation skills - i.e promote social learning. According to Dornyei, potential benefits of PBL practice includes enhancing motivation, strengthening bond among members, increasing success of target language, reducing stress, making effort work.

The project is to be implemented during 17 weeks in accordance with the schedule of the subject Theory of Translation and Interpreting. The timeline of the project could be summarized in the following Table 1.

Table 1. The timeline of the project

Week	Tasks
1	Introduction and instruction of the project
2-3	Instruction (cont) and feedback (if required)
4-11	Student presentations
17	Survey (after the final test)

Detailed procedure for the Acting phase is to be described in section 3.4. Observing is made with the tools described in section 3.3. The final phase is reported in section 4 of this paper.

3.2. Participants

The study was conducted at Hanoi University of Industry. Students are 3rd-year English-majored students. The Theory of Translation and Interpreting class consists of 25 students, a normal class size for language classes (maximum 30). All students were assigned in 8 groups according to their own choice at the beginning of the course. Each group will pick up a number for the order of presentation, the content of which ran accordingly with the timeline of the subject.

3.3. Data collection tools

At the end of the course, students answer a questionnaire with 20 questions. Most of the questions are refered to studies by Sang & Nguyen [14], Meyer [9].

Table 2. 5 scale Likert is applied in the questionnaire

Learning process	scale	Skills
strongly agree	5	excellent
agree	4	good
neutral	3	satisfactory

disagree	2	fair
strongly disagree	1	poor

The questionnaire is divided to 3 parts. Part 1 asks students how they perceive the effectiveness of the project work for themselves. Part 2 is about their century skills. Part 3 are demographic questions, about their gender, and role in the group.

25 students received the link to submit their answers. However, by the time the survey was closed, only 23 students responded. 2 of them seemed to have anwered reluctantly as two 'trap' questions reveal opposite facts. Therefore, the findings are interpreted from 21 answers.

3.4. Research procedure

Every week, students have a 90-minute class. In the first week, the teacher introduced the module and clarified item in the announced syllabus, including learning outcomes, assessment forms, time allocation. Teacher will then let students to choose group of 3-4 on their own, let them pick up number. Week 2 and 3, the teacher presented"model" lessons, gave students translation exercises, let students complete the text related to the presented content by filling the gaps.

The Jigsaw Discussion activity was applied with the puzzle consists of 8 pieces, equaling the number of groups in the action research. One group is an expert of the assigned part of the course.

From week 4, each group was required to make presentation which consisted of 2 parts. The first part, review of the previous lesson consists of 6 Gap fills and 4 sentence translation. Part 2, Introduction and explanation of new lesson requires the provision of at least an example to explain an item in the lesson. The students are provided with slides with avaiblable examples, that is why they are required to "teach" the assigned content and illustrate it with their own examples. In other words, the content of both the review and the new lesson was mostly contributed by the students themselves.

All their preparation was sent for feedback from teachers, and adjustment was made if required. Teacher saw how well the gap-fill sentences had been paraphrased and if the translation or the interpreting part was suitable with the assigned content. Students mostly used authentic materials for translation and they were the one to translate first. For the Interpreting exercise (group 5-8), they could record Vietnamese news with their own voice, but many chose to use authentic audio/videos.

For part 2 in student's work, the teacher checked if the example were new and suitable. Students must bring their laptop for presentation and print the handout(s) for the teacher.

For other students who did not present, they did the review exercises provided by the presenters. During the provision of the new lesson, they contributed by giving

translation/interpretation of the examples. They had the right to ask the presenters to clarify any point in the lesson.

4. FINDINGS AND DISCUSSION

The project requires students to develop their content for the assigned part of the subjects. This createsan active learning class with the combination of various techniques like Jigsaw Discussion, active review, and interactive lecture.

In general, students believed they learn better and enjoy learning more.

According to Figure 1, more than half of the surveyed students believe that (1) they learn better, (2) they enjoy more (3) they find it more beneficial, (4) they feel self-confident, (5) they are relaxed and motivated to present, and (6) they can give more explanation or example when required by classmates or the teacher.
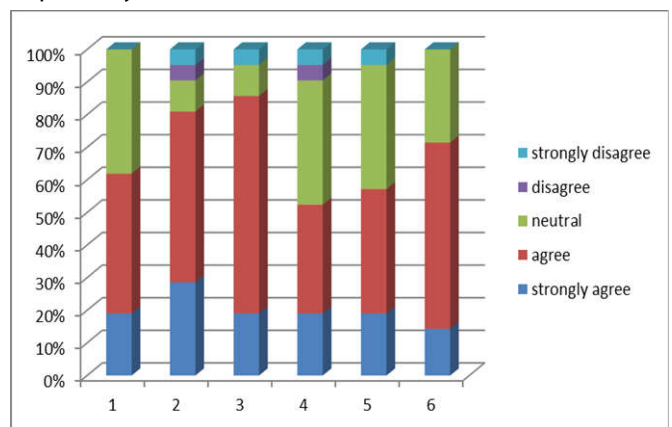

Figure 1. How students perceive the effectiveness of the project
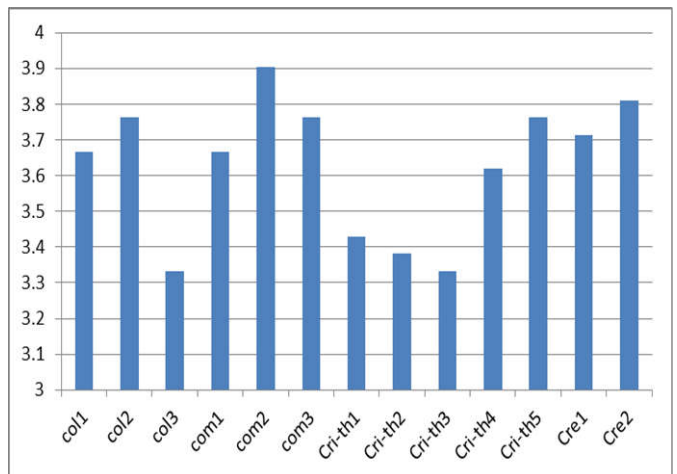
The project also influences their skills.

Figure 2. How students perceive their skills development

According to Figure 2, all skills tend to develop well. Communication (labeled com1, com2, com3) seems to be a clear development for students. They have also found they can demonstrate and improve their creativity (cre1, cre2). They can still improve the way they work with others (col1, col2, col3) and critical thinking (Cri-th1 - Cri-th4) as the mean score are higher than 3 - the satisfactory level.

During the semester, the achievements were unexpectedly amazing to the teacher. The exercises are diverse which shows that students really invested their effort into the activity. Review questions are gap-fill but some appears as usual sentence while others could be diagrams. They can make it as T/F or matching questions. Most interestingly, they built in into games like magical spin. Some groups bring small gift to encourage interaction from their classmates. With the materials for translation/interpreting practice they have chosen, the majority are authentic. They are from trustable sources such as vnexpress.net, world economic forum.

The teachers, however, have observed some problems as pointed out by Grama. Some students refused to work in group, a student shared that he shouldered the whole burden of the presentation. There were conflicts, and some students found excuses to miss the group "meeting" and only appeared on the presentation day. In addition, students had much time to prepare for their lessons but they failed to plan for their work.

For the teachers, it is not only focus work but "wait" work. They checked email every single day to make sure she could reply promptly so that students can make necessary changes to the work. And two days after the deadline, she needed to notify the presenters the fact that they had not submitted their work. Finally, she must prepare her own paper so that she could back-up if one group refused to present. Luckily, only 1 group executed that right and offered the teacher the easiest marking: 0 for the whole group. It seemed to be tiring when teachers read "their own lesson" when some students failed to renew the examples.

It is interesting to receive student's suggestion for improvement of the course. They seemed to be aware of their time management and teamworking. The suggestion could be considered as example of student's problem solving and communication skills. They have noted the lack of mind-mapping activities among all groups' "lectures" and have recommended that for similar classes.

5. CONCLUSION

To prepare students for everchanging world of work, educator must be aware of required skills. The skills fall into for categories: problem solving, self management, working with people, and technology use and development. With positive perception in the action research, the practice in a Theory of Translation and Interpreting class suggests better learning process and better skills (especially critical thinking and creativity, two in the top 10 skills for 2025). Unfortunately, the teacher did not survey the how students evaluate their own Technology use. However, it could be concluded that for the ones who were in charge of making the Powerpoint slides, the more they practiced, the better the skill was strengthened.

It is recommended that the research be conducted as an experiment with one control group and higher number of students. Then, the survey is revised to cover more items related to technology and other critical skills. Because students work in group, it is better to let them evaluate others with a rubric for groupwork. Teachers may consider to provide or not to continue provide students with the guided slides. So that they can plan their own flow of the lessons and dig in the content in their own way.

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