

FOREIGN LANGUAGES AND VIETNAMESE

**RESEARCH ON THE APPLICATION OF BLENDED
LEARNING MODEL IN TEACHING 'CHINESE
INTERPRETATION 1' AT HANOI UNIVERSITY OF INDUSTRY****NGUYEN THI HIEN***

ABSTRACT: In recent years, blended learning has been widely applied in foreign language teaching, especially Chinese. This article summarizes some basic theories of blended learning, including concepts, characteristics, and basic models. The author then analyzes the suitability of these model for translation and interpretation courses, takes Chinese interpretation 1 as an example and builds the rotation model in blended learning of Chinese translation and interpretation courses with three main stages: preparation, implementation and summary. The author also points out some remaining problems in applying rotation model of blended learning such as students' self-discipline, the limitations of information technology platforms and teachers' level of technology use, thereby offering some solutions. The article will be a useful reference source to improve the teaching and learning of Chinese translation and interpretation courses.

KEY WORDS: Blended learning model; Chinese translation course; teaching model; Chinese teaching.

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1. Introduction

In the context that traditional teaching models still have many limitations, the emergence of the Internet has given rise to many course models which uses modern teaching methods, including blended learning. This learning model has become very popular and attracted people's attention in recent years. Because of its advantages, many universities around the world currently use and encourage the use of this learning model to improve teaching effectiveness. By clarifying the definition and meaning of the blended learning model, the article describes the construction and design of the blended learning model of the Chinese Translation major at Hanoi University of Industry and reviews issues related to developing a blended learning model for this course.

2. Theoretical basis and research design**2.1. Overview of blended learning method**

Based on the research of Osguthorpe & Graham (2003), Garrison & Vaughan (2008), Bonk & Graham (2012), etc. Blended learning is the combination of the advantages of online learning or digital learning (Online Learning or E-learning) and classroom learning (Face to face). This method can not only promote the teacher's role of inspiration, supervision and guidance in the teaching process, but also demonstrate the creativity, initiative and enthusiasm of students in the learning process, thereby achieving ideal teaching effectiveness (He Kekang, 2004).

2.2. Design of blended learning model for translation courses

Many scholars have begun to study the application of blended learning model in Chinese teaching, including specific courses, such as Chinese listening teaching (Guo Jing, 2010), Chinese comprehensive course teaching (Yuan Ping, 2016), Chinese pronunciation teaching (Meng Zhuyi, 2015), etc. There is currently no research on designing this blended learning model into Chinese-Vietnamese translation course. This study takes the Chinese interpretation 1 as an example to design and analyze the application of blended learning model in translation and interpretation courses.

2.2.1. Learning modes and blending levels

Koehler (2007) believes that the blended learning model is a learning model that combines technology (Technological) - pedagogy (Pedagogical) - content (Content) - knowledge (Knowledge).

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Alammary (2014) pointed out that there are three levels of blended learning model: (1) Classroom learning is the main part, online learning is supplementary, and students learn by themselves through the teacher's online guidance; (2) Classroom learning is mainly about practice, experience, discussion, answer and other activities, online learning mainly requires students to study on their own, taking tests in virtual classes, etc.; (3) Systematically carry out the second level, which includes examinations of the course, etc.

For some specific models, Clayton Christensen Educational Institution has summarized them in the following diagram:

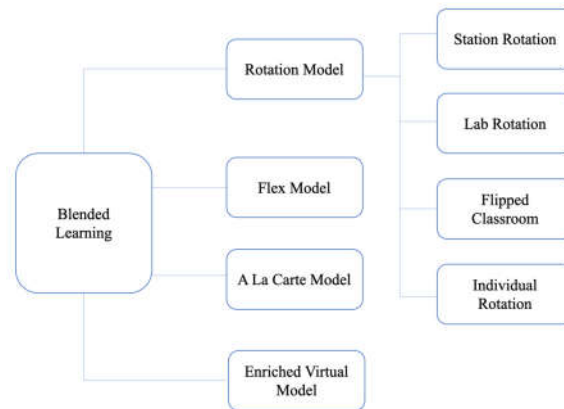


Figure 1. Types of blended learning models (from Clayton Christensen Institute, 2012)¹

Previously, people have analyzed the types and levels of hybrid learning models. This article believes that designing a blended learning model for translation courses is not only a simple combination of classroom learning and online learning, but also concerns about technology, content, teaching methods, knowledge and other factors. This article believes that among the various models of blended learning, rotation model is the most feasible.

Rotation Model is a learning model in which students must rotate between many forms of learning according to the teacher's arrangements or a fixed schedule during this course. There are also a variety of learning methods, including individual learning, writing homework on notebooks, group discussion, class discussion, focused lecture, personal tutoring, etc., but online learning is a must. The sub-modes of this learning model are divided into four types, namely, on-site rotation (various learning forms of students are carried out in a fixed classroom), laboratory rotation (students primarily complete online in the laboratory, and other learning activities can be in a fixed classroom), flipped classroom (rotation between face-to-face learning at school and remote online learning format), and individual rotation models (rotation between various learning formats according to the student's schedule).

When teaching, we can choose different types of blended learning models based on teaching purposes, course requirements and other factors. Alammary (2014) pointed out that we mainly focus on three levels of blending: 1) Low-impact blend is to add some blended-form activities based on the traditional face-to-face teaching form; 2) Medium-impact blend is to replace some traditional course activities with blended learning form; 3) High-impact blend is to redesign the course mainly in the form of blended learning. Nowadays, all universities in Vietnam have fixed classroom, especially for translation course that requires full technical equipment. Translation courses can be held in regular classrooms and only require teacher's computer, projector or smart TV connected to the Internet, but interpretation courses have higher requirements. In order for students to be able to practice interpreting better, even imitate on-the-spot interpreting and receive timely assessment and guidance from the classroom, a fully equipped smart classroom is the most basic requirement. At present, the infrastructure of Hanoi University of Industry can meet the requirements of translation courses. All regular classrooms are connected to the Internet and equipped with smart TVs and projectors.

Currently, in order to create the best learning conditions for interpretation courses, the school has 2 smart classrooms with full equipment. Considering the current teaching conditions and the level of of blending, I believe that the on-site rotation model is more suitable for translation courses. In addition, with the school's current technical conditions, the feasibility of the flipped classroom model is the strongest, and since the Chinese Department was established, this learning model has really met the needs of students and teachers, thus improving learning efficiency. Therefore, this study combines these two models to design a blended learning model for translation courses.

2.2.2. Model design

Yang Zijuan & Wang Qiang (2019) designed a blended classroom teaching structure for HSK courses targeting international students based on the flipped classroom structure diagram of Robert Talbert (2011). The design of Yang&Wang includes three stages, namely 1) pre-class stage: In this stage, teachers have to prepare lessons, students have to watch videos, self-study and summarize, and finally submit the summary to teacher, and both parties communicate; 2) In-class stage: Mainly teacher and students answer questions face-to-face, teacher can provide individual guidance, summarize the lesson and give evaluation feedback; 3) Evaluation stage: evaluate students' learning effectiveness through tests and contexts, and students also use teaching content and material resources, teaching methods and other factors to evaluate teachers.

Yuan Ping (2016) also used the flipped classroom model when designing a blended learning model for comprehensive Chinese courses. Yuan's classroom teaching design also includes three stages: pre-class, in-class and summative. In addition, for special content or different teaching stages, laboratory rotation or individual rotation models can be used (can be considered for the intermediate stage and above).

According to the research of Yang &Wang (2019) and Yuan Ping (2016), the language theory group of Chinese Department at Hanoi University of Industry has discussed and designed a blended learning classroom for Vietnamese students in grades 3 and 4 of the Chinese Department as follows (Figure 2):

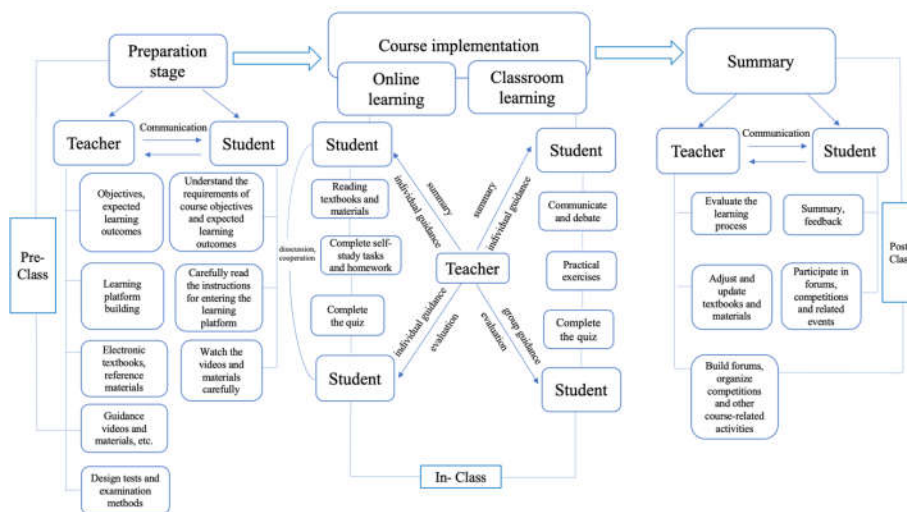


Figure 2. Teaching process designed using blended learning model

1) *Preparation stage:* Before starting the course, teachers must determine the learning objectives and expected learning outcomes of the course. In addition, teachers need to work with the school's technical department to build an online learning platform and prepare electronic textbooks, reference materials, and videos to guide students in self-study. etc., and also design the course questions and examination methods. Students must clearly understand the course objectives and expected learning

outcomes to build a suitable learning plan for themselves. At the same time, they must carefully read the instructions for logging in to the online learning platform and registering an account; prepare electronic devices connected to the Internet, etc.; watch carefully the videos and instructional materials provided so that they can quickly enter the best learning state when starting the course and successfully complete the tasks assigned by the teacher.

2) *Implementation stage*: During the course, teachers can combine online learning and in-class learning according to the detailed outline of the specific course. For online learning, students must carefully read the electronic textbooks and materials by themselves, and then, with the help of science & technology, complete their self-study tasks, homework and quizzes in the virtual class. In class, students mainly practice individually or in groups, complete application exercises, display their specific works and communicate with other students for debate and evaluation. Teachers will give individual or group guidance for students' online self-study and in-class learning tasks. Each student or group summarizes the problems encountered during the learning process and then gives feedback to the teacher, based on which the teacher analyzes, summarizes, and finally evaluates the students. You can combine individual student assessment with student self-assessment, mainly student-centered, motivating students to actively complete learning tasks, guiding them to review after school and training them to develop the spirit of communication, teamwork, hard work and innovation.

3) *Summary stage*: After finishing each chapter or the entire course, the teacher collects students' feedback and evaluations to modify and update textbooks and materials, and design more and more appropriate teaching activities and methods. After the course ends, you can also build a teacher-student forum to facilitate future course discussions between teachers and students, or organize a translation competition to test students' learning effectiveness. After students have completed each lesson, each chapter and the entire course, they can summarize and evaluate the teaching content, teaching methods, teaching design, etc., such as whether the teaching content is appropriate or not, whether the teaching materials are rich or not, whether the teaching methods are appropriate or not, and whether the guidance work is appropriate or not. In place, whether the activity design improves students' initiative, etc. After the course, students should actively participate in teacher-student forums and provide timely feedback to teachers so that teachers can make timely changes and adjustments. In addition, you should also actively participate in activities such as translation competitions and simulated translation cases to test the effectiveness of the learning process.

2.3. A case study on blended learning model design for "Chinese Interpretation 1" course of grade 3, Chinese Department of Hanoi University of Technology

2.3.1. Course design

"Chinese Interpretation 1" is a professional course for third-year students of Chinese Department at Hanoi University of Industry. The course lasts for 15 weeks, with one class per week, each class has 3 sessions, and each session is 50 minutes long. The following are the specific steps we took to design a blended model.

1) *Preparation stage*: This stage is the most important, teachers must write a reasonable and detailed outline and apply for approval from the school before starting official implementation. The specific preparation is as follows:

- Determine the expected learning outcomes and describe them in detail through the teacher's detailed outline, and then upload them to the school's online learning system website dhcnhn.vn (material page in blended learning model) (Figure 3).

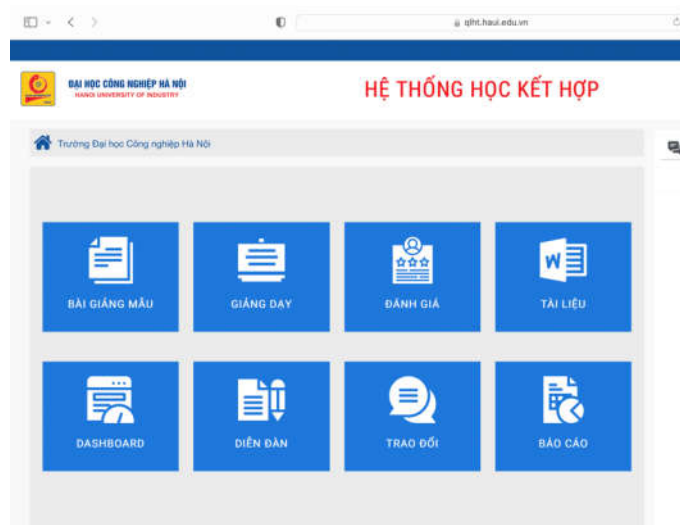


Figure 3. Blended learning model design for “Chinese Interpretation 1”

- Design the content of the course: In online courses, teachers design the content to be learned each week, the online tasks and in-class tasks that students need to complete according to a detailed outline.

- Determine the exam format: In this course, we have three mini-exams, and a final exam. The first, second and the final exam are in the form of oral test; the third exam is in the form of displaying works combined with elements such as daily exercises and enthusiasm in class (students need to make a short video of themselves simultaneously reading and translating after listening, the score proportion is 8 points, and the remaining 2 points are determined by the usual online completion of tasks, the number of homework, and the enthusiasm in class). For the oral examination, we use smart class software installed in the functional classroom to design exam questions.. This software is specially designed for interpretation courses, teachers can easily upload the videos and examination questions to this software, and students must follow the teacher's requirements and complete the translation work within the specified time. This software also allows teachers to monitor students throughout the examination process to avoid cheating.

- Reference materials include all textbooks, guidance videos, learning videos, teaching materials, reference materials, self-study tasks and assignments that need to be completed, etc., which are directly uploaded to the online learning system (see Figure 4 for details).

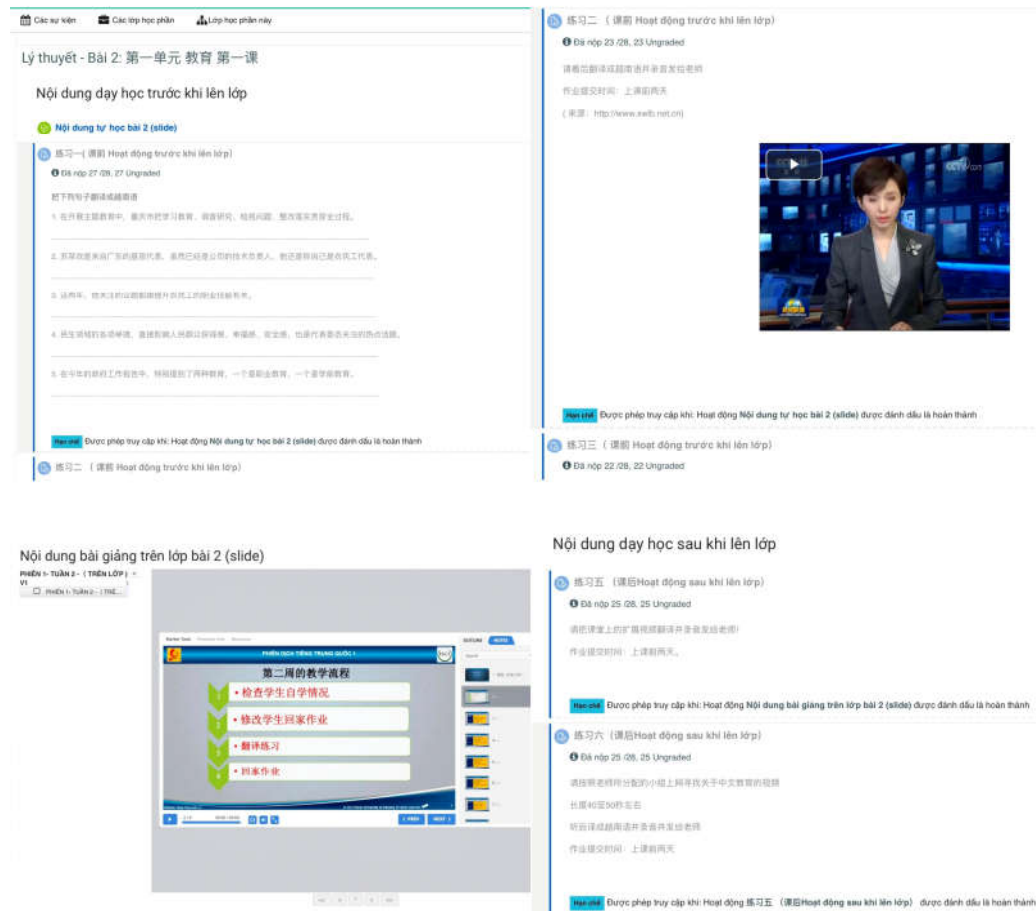


Figure 4. Designing the content of “Chinese Interpreting 1”

2) Implementation stage:

- Online learning: Teachers and students meet via Microsoft team and Zoom. The teacher introduces the course objectives and expected learning outcomes to students, guides students to complete self-study tasks according to the teaching content design of the online learning website, and clarifies the in-class learning time. Students actively read reference materials according to classroom guidance, watch guidance videos, promptly discuss with teachers and classmates if they have questions, actively complete self-study tasks, and complete all assignments in the virtual classroom with the help of technology.

- In-class learning: Teachers organize in-class teaching for students according to detailed outlines, let students discuss in groups the content they have learned in the online virtual class and ask relevant questions, analyze and supplement the content discovered through the discussion process. In addition, teachers also evaluate the assignments submitted by students on the online learning system, detect translation errors that they often make, and promptly correct them, then let students practice using the vocabulary, grammatical structures, translation methods, etc. they have learned. This activity will help students apply the knowledge they have learned well, stimulate students' initiative, and correctly evaluate students' translation abilities. During class, students evaluate and debate each other's online

translations. When teachers design impromptu translation exercises, they must proactively complete individual translation tasks and group translation tasks on the spot and the teacher will provide personal guidance and group guidance through these exercises. After the exercises are completed and students are asked to evaluate each other, the teacher summarizes and gives an overall evaluation and score for this unit.

3) *Summary stage*: Teachers collect feedback and suggestions from students about the course through Google form to edit and update electronic textbooks, teaching materials, teaching activities, etc. After the course, a Zalo and Facebook group will be created to facilitate discussions between teachers and students about the course. In addition, you can propose to the school to organize or lead students to participate in various translation-related competitions, such as the “Huawei Cup” – the first Vietnamese College Student Chinese-Vietnamese Interpretation Competition” or on-site translation imitation competition and other activities, so that students have more opportunities to self-check their achievements.

2.3.2. *Problems and suggestions in course design*

The blended learning model does have many advantages for the “Chinese Interpretation 1” course. For this type of translation course which requires practical practice, the blended learning model can not only cultivate students' independent learning ability and fully carry out practical exercises in class, but also implement the concept of student-centered learning through individualized guidance. This can significantly improve learning efficiency. But at the same time, there are still some minor problems with this learning model.

The traditional learning format requires students to complete three classroom periods per week, and all guidance activities, learning tasks, etc. are conducted in the classroom. However, the blended learning model requires students to self-study and complete learning tasks on the online system for one class. If students have poor independent learning ability and do not complete online learning tasks, they will certainly be confused when they come to class and unable to perform impromptu translation exercises, which will significantly reduce the learning effect. In addition, the blended learning model also requires teachers and relevant technical departments to spend more effort on establishing blended learning websites, preparing teaching videos, teaching materials and curriculum. At present, the school's blended learning website is still under construction. Sometimes, due to errors in the basic data of the website, it cannot be accessed, which will affect in-class learning the next day. Therefore, our university is currently revising and building the online learning website eop.edu.vn to become more complete. However, building a course requires a lot of time and effort. Although building the above-mentioned teaching model has been partially implemented, complete implementation requires constant revision and updating. This is also a difficult process.

In order to address these limitations, the school needs to invest more in technology infrastructure, focus on training human resources as well as lecturers in information technology to design quality lectures that incorporate technology. Teachers need to actively participate in training classes on blended learning class design, criteria for creating lecture content, determining the ratio between online classes and face-to-face classes, and controlling students' low participation in online classes. At the same time, teachers also need to maintain interaction both online and face-to-face for the most effective teaching. In addition, so that students can complete their learning tasks well, more incentives can be designed such as adding points for taking quizzes, adding points for final exams, rewarding serious study attitudes, etc. This will stimulate students' self-discipline and enthusiasm, and help them develop blended learning model with teachers to improve learning results. Students should improve their understanding of digital skills and online learning software, build personal learning programs, be proactive, and maintain interactions with teachers and other students to improve learning efficiency.

3. Conclusions

The development of science and technology has brought many benefits to education, and blended learning is so suitable for current educational context. Taking Chinese interpretation 1 as an example, this article has built a rotation model in blended learning for Chinese translation and interpretation courses at the Department of Chinese Language, Hanoi University of Industry, thereby analyzing and showing that the rotation model in blended learning has a relatively high compatibility with translation and interpretation courses. In addition to its outstanding advantages, this model still has some disadvantages related to students' self-discipline, the information technology platform as well as teachers' proficiency. Rotation model in blended learning is an innovation, the school needs to provide information technology platform and necessary support policies for the development of digitalization in teaching. Teachers need to play a good role as instructors throughout the process before, during and after class to support and guide learners to form self-discipline, positivity and excitement in learning. Teachers also need to base on current facilities, training goals, subject specificities, and student characteristics to design activities suitable for each stage of the model and improve the quality of training as well.

¹Clayton Christensen Institute for Disruptive Innovation. (2012). *Blended learning definitions*. Retrieved from www.christenseninstitute.org/blended-learning-definitions-andmodels.

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Nghiên cứu về ứng dụng của mô hình học kết hợp trong giảng dạy học phần “Phiên dịch tiếng Trung Quốc 1” tại Trường Đại học Công nghiệp Hà Nội

Tóm tắt: Trong những năm gần đây, dạy học kết hợp được ứng dụng rất rộng rãi trong dạy học ngoại ngữ, đặc biệt là tiếng Trung Quốc. Đầu tiên bài báo này mô tả một số khái niệm lý luận cơ bản về hình thức dạy học kết hợp bao gồm khái niệm, đặc điểm, mô hình làm cơ sở. Từ đó phân tích độ thích hợp của mô hình này với các học phần biên phiên dịch, sau đó xây dựng mô hình học tập luân phiên trong dạy học kết hợp của các học phần biên phiên dịch tiếng Trung Quốc, trong đó lấy môn “Phiên dịch tiếng Trung Quốc 1” làm ví dụ với ba giai đoạn chính là giai đoạn chuẩn bị, giai đoạn trong lúc dạy học và giai đoạn tổng kết. Bài báo còn chỉ ra một số vấn đề còn tồn tại của việc áp dụng mô hình dạy học này như ý thức tự giác của học sinh, sự hạn chế của nền tảng công nghệ thông tin và trình độ sử dụng công nghệ để soạn bài giảng của giáo viên, từ đó đưa ra một số giải pháp khắc phục từ phía nhà trường, giáo viên và sinh viên, với mong muốn sẽ là nguồn tư liệu tham khảo cho việc dạy và học các học phần biên phiên dịch tiếng Trung Quốc để ngày càng hoàn thiện hơn.

Từ khoá: mô hình học tập kết hợp; học phần dịch tiếng Trung Quốc; mô hình giảng dạy; giảng dạy tiếng Trung Quốc.