

A Practical Study of Multiple Feedback in English Translation Teaching Based on the Network Platform

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Abstract. To further improve college students' English translation level and translation ability, two classes of freshmen in our university with basically similar level in English translation were randomly selected as the research objects before the experiment. In the process of translation teaching, teacher feedback and multiple feedback based on the network platform were implemented respectively in the control class and the experimental class for about one semester. By analyzing the changes of translation test scores before and after the statistical experiment, combining with interviews with some students, the teaching practice effects of the experimental class and the control class were compared. The results show that the students' translation performance in the experimental class with multi-feedback has been significantly improved, which is obviously better than that in the control class with single teacher feedback. At the same time, the multi-feedback based on the network platform also plays a positive role in promoting students' subjective initiative.

Keywords: English translation; Feedback; Network platform

1. Introduction

The American Heritage Dictionary (2006) explains feedback as "the return of the input of a process or system into a portion of the output." [1] It plays an extremely important role in teaching and learning, which is crucial to understanding students' situations, discovering problems in students' learning, and proposing countermeasures in a timely manner, and English translation teaching is no exception.

Among the five basic competencies of college English, English translation is an important index to test students' English output ability, and it is also one of the most easily neglected and difficult to cultivate. However, due to factors such as class size, teacher-student ratio, and the degree of attention, although teachers put a lot of effort into reviewing and correcting assignments, the single form of feedback and the lack of timely feedback still lead to students' unsatisfactory translation results and insufficient motivation to learn, which do not achieve the expected results [2].

To comprehensively implement the education policy of the Party and the State, it is clearly stated in the University English Teaching Guide issued in 2020 that "universities should make full use of information technology to actively create a diversified teaching and learning environment, so as to enable students to develop towards active learning, independent learning, and personalized learning." [3] The development and use of network information technology in teaching has also injected new vitality into English translation teaching and provided a new path for translation teaching feedback. Consequently, researchers' attention to feedback has expanded from teacher feedback and peer feedback to machine feedback. They agreed that machine feedback not only saves teachers' marking time [4] and reduces teachers' marking burden, but also provides students with instant feedback [5], promotes students' motivation for independent learning, and becomes a useful supplement to teachers' feedback [6]. Based on previous studies, more and more researchers have begun to pay attention to multiple feedback, i.e., the multiple feedback model combining teacher feedback, peer feedback, and machine feedback, and provide a reliable basis for the role of multiple feedback in promoting learning. [7][8]

However, up to now, most of the existing studies have focused on English writing, and there are

still relatively few studies on multiple feedback in English translation teaching. Therefore, this paper will explore the influence of multiple feedback on college students' English translation level and independent learning ability through teaching practice.

2. Research design and analysis of results

2.1 Research Objects. In this study, two teaching classes were randomly selected from the class of 2022 as the research object - the experimental class and the control class, both of which have 28 students and are taught by the same teacher, and both of which have the same learning content, learning hours and teaching courseware.

2.2 Research Idea

The result of multiple feedback and the single form of feedback in translation teaching has been compared between experimental class and control class according to the pre-test and post-test after teaching practice, the overall research idea is shown as Fig. 1.

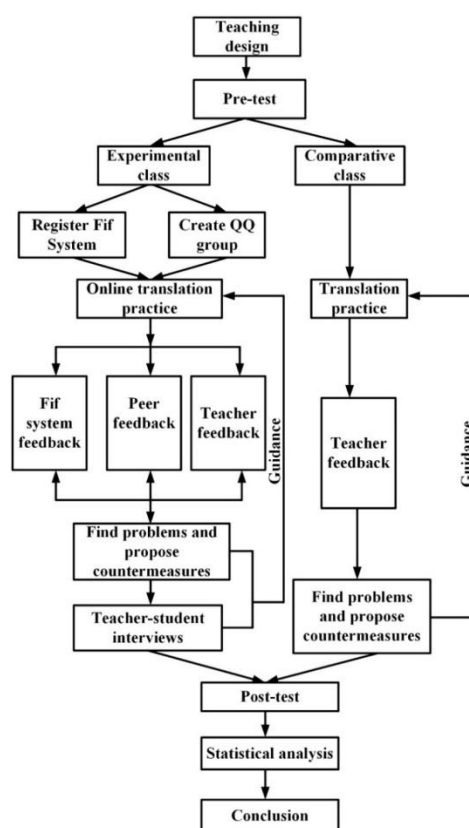


Figure 1. The overall research idea

2.3 Research process

(1) Teaching design

Combined with the course syllabus, the basic translation direction and requirements in a targeted manner are designed. In addition, we predicted that problems that may appear in the exercises, which mainly include words; Sentence structure and logical relationship.

To effectively implement multiple feedback in translation assignments, the ways and requirements of assignment submission were first introduced in the experimental class, and the focuses, advantages, and disadvantages of machine feedback, teacher feedback, and peer feedback were emphasized. Considering previous years' experience and the judgment standards and requirements of the fourth level of university English translation, the experimental class conducted peer feedback training, clarified the ways and means of peer feedback and the relevant regulations, and ensured the effective and smooth implementation of peer feedback.

(2) Carry out teaching practice and implement multiple feedback

Pre-test. To observe the effect of multiple feedback teaching practices, the two classes were tested on the translation level of College English IV before the experiment. To ensure the authenticity and validity of the test scores, the two classes completed the translation tasks within the same prescribed time and with the same requirements, which were assessed by two experienced teachers of the Grade 4 Translation Marking Team, and the average scores were taken as the final scores.

To utilize the network platform to carry out multiple feedback. Based on the Internet and the campus network, a QQ group "Translation Study and Discussion" was set up in the experimental class; for another, teachers and students learn the operation manual of the FIF system to grasp the content requirements and submission of assignments, grades content analysis, and other operation methods.

The whole practice process of the experimental class is divided into three stages: translation, feedback, and summary.

① Translation. The teacher releases the task in advance. About one week is left for students to collect information and translate. In the online translation, students can make repeated revisions of their own work, and when they finalize their work, they need to send the submitted work to the QQ group for peer evaluation. Teachers can make their own comments and opinions in the FIF system. Teachers mainly focus on overall grasp and motivational evaluation, which is a useful supplement to peer evaluation and systematic evaluation.

② Feedback. Firstly, the fast and efficient FIF system feedback is derived from all the students' assignments in the class by the teacher after the deadline. This feedback comes from the system based on the preset criteria (mainly in readability, vocabulary, vocabulary accuracy, sentence analysis, and grammar, etc.), combined with the translation requirements and keywords when the assignments are released, and for each problem in each sentence, the categories of errors and suggestions for modification are pointed out, which is easy to see immediately for the readers. Secondly, in the peer feedback, each student is required to evaluate the assignments of no less than three peers, pointing out deficiencies, offering suggestions for modification, or giving recognition to the merits of the article. In order to ensure the effectiveness of student feedback, each student is required to comment under the premise of carefully reading the articles of their peers, and the comments need to be specific and true, which enhances the students' sense of responsibility; on the other hand, the authors are required to read with an open mind and extrapolate the feedback, and students with doubts can further discuss and consult with the teacher according to the common time and conditions of teachers and students, or online, or offline for the exchange of views and learning, mainly To analyze, identify, judge and give positive guidance. Finally, for the common problems in the student's work, the teacher will analyze and explain them in the form of topics or take time out of the classroom, or give the students materials for self-study and answer questions outside the classroom, solving the problems in written language output one by one and gradually improving the translation level.

③ Summarizing. After each assignment is completed, the teacher will summarize the overall situation of the translation for the students, affirming the positive aspects and focusing on analyzing the strengths and weaknesses of the assignment.

3. Research results

Download and collate the data of teaching practice materials, and collate and analyze the assignment results and error types respectively. The statistical results of the analysis are shown in Fig. 2, Fig. 3 and Fig. 4.

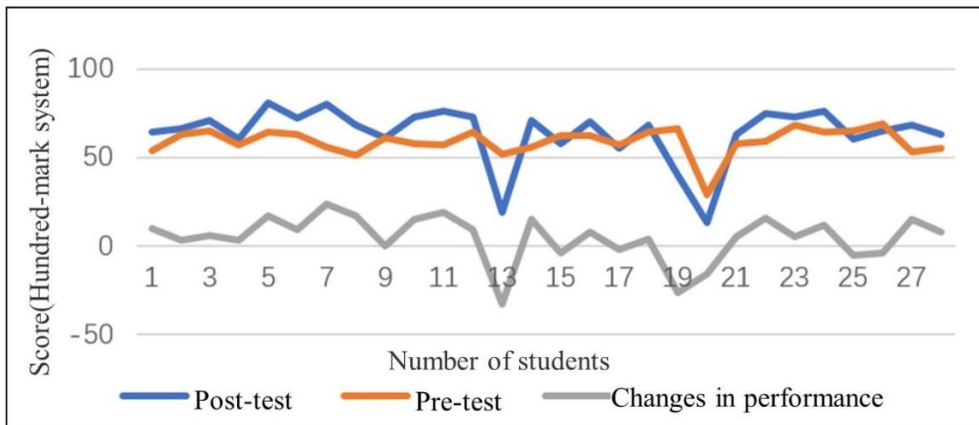


Figure 2. Performance comparison of the control class

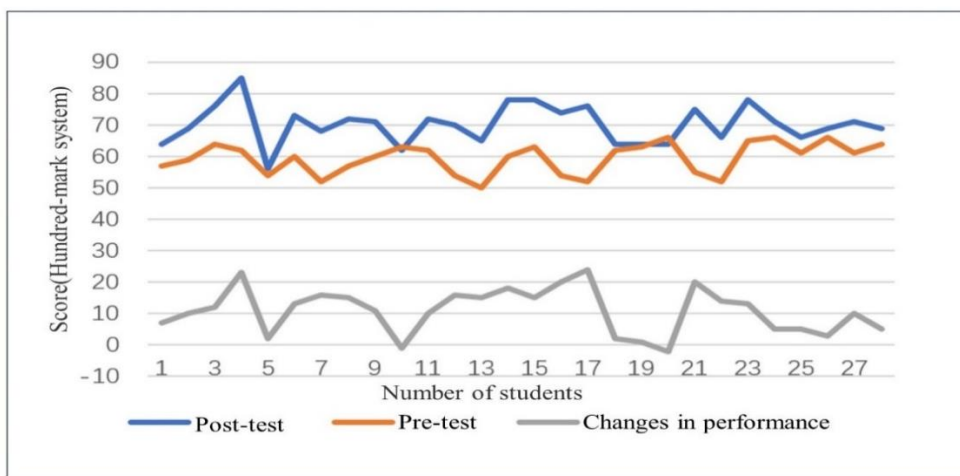


Figure 3. Performance comparison of the experimental class

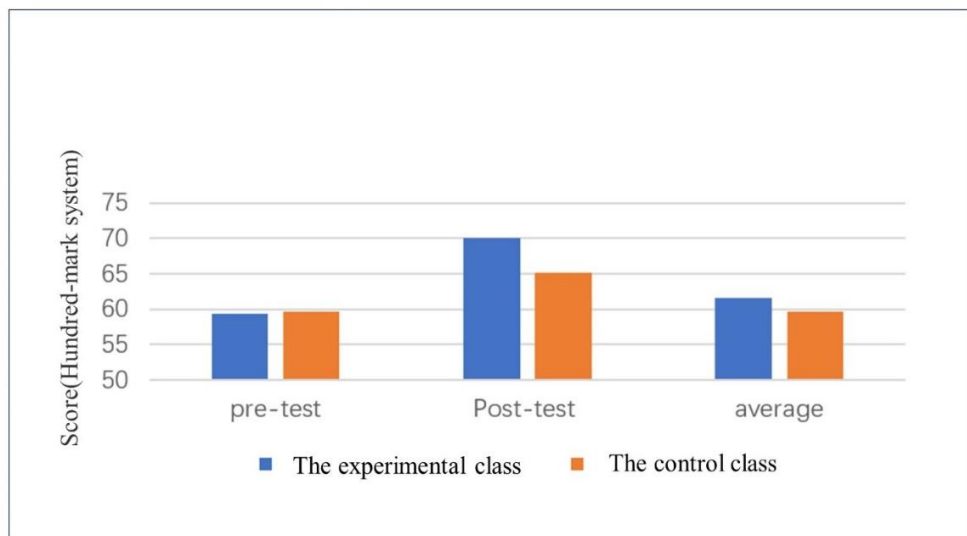


Figure 4. Comparison of average scores before and after the experiment

From the graphs in Fig.2 and Fig.3, we can easily find that: there is a difference in the performance of the two classes before the experiment, but it is not obvious, and the performance of

the experimental class is still slightly lower than that of the control class. However, through a semester of teaching practice, the advantages of the experimental class's performance gradually came to the fore, compared with the control class, the post-test scores exceeded by nearly 4 points, and compared with the pre-test, the average score increased by 10 points; compared with the control class, the control class rose by a smaller amount; in addition, this teaching mode obviously provides a more favorable environment for the students with a weak foundation of English for self-improvement.

By analyzing the changes in translation test scores before and after the experiment, combining interviews with some students, and comparing the results of teaching practice in the experimental class and the control class, we found that teacher feedback, peer feedback, and feedback from the automatic review system all have a certain positive effect on the improvement of students' English translation level, but the effect of the feedback from the teacher combined with that from the peers and the automatic review system is more obvious. The main reasons for this are analyzed as follows: Firstly, the automatic marking system can provide students with instant feedback, which can enhance students' sense of acquisition and continuously cultivate and improve their enthusiasm and ability for independent learning. Secondly, the automatic marking system focuses on the development of the student's ability of self-assessment and revision, which is invaluable in mobilizing the students' intrinsic language-processing mechanism, absorbing their own linguistic inputs, giving full play to the students' autonomy and self-confidence, and stimulating the students' desire for self-learning and improving their ability to learn. It can stimulate students' desire to learn and express themselves and enhance their language output ability. Thirdly, the system can give play to the advantages of different feedback methods, enliven the teaching atmosphere, and improve students' participation in teaching.

4. Conclusions

Based on the implementation of teacher feedback and multi-feedback based on the network platform in the translation teaching of the control class and the experimental class respectively, this paper makes a comparative analysis of the changes in the scores of the two classes. Combined with interviews with some students, we find that the students' English translation level and ability have been greatly improved compared with the control class, and their ability in inherent language processing mechanism and self-learning awareness have also been significantly enhanced. However, there are also some problems in the implementation of network platform review and peer feedback, such as the procedural comments of automatic review system, the lack of humanistic care and the single dimension of peer feedback, which need to be continuously improved in practice to better play the role of multi-dynamic feedback in promoting students' English translation.

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