

A Moodle-based Model for Teaching Written Translation Theory and Practice*

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Abstract—This study aims to do an experiment under the Moodle-based model with the assistance of College Learners' Exercises Online (CLEO) for the teaching and learning of Translation Theory and Practice (TTP) designed by the researcher of the present study and then applied to college learners in China. The participants were 80 English majors divided into an experimental group (EG) and a control group (CG). The research instruments were pre-tests and post-tests, a closed-ended questionnaire, and the TTP-CLEO system used on the platform of Moodle along with other blended teaching methods. Pre-tests and Post-tests were administered to both groups before and after the experiment followed by the questionnaire to EG participants for collecting data. The results demonstrate that after the experiment for one semester, the EG participants' attitude towards the instructional model was affirmative and the Moodle-based model with other blended methods for teaching TTP could significantly improve the participants' translating scores as well as stimulate their interests in working on the platform of Moodle installed with online translating exercises through the Internet, while the CG participants made limited progress in the traditional model of learning. Indications were made on the research findings with suggestions for TTP teaching.

Index Terms—Moodle-based teaching model, instruction, online exercises, translation theory and practice

I. INTRODUCTION

As one of the five basic language skills, translation is regarded as the last but the most difficult skill to be mastered in foreign language (FL) learning. It is also listed in China as one of the several individual accomplishments for English majors when entering college. The Teaching Syllabus for English Majors in Colleges and Universities (TSEM) states that the course of Written Translation aims to cultivate the learners' fundamental ability in written translation, especially to master the basic theory of English-Chinese translation, as well as the techniques for translating words and expressions, long sentences, and contexts in various styles between English and Chinese. Wei (2010, p.38) points out three stages of language-skill learning: (1) "listening and speaking" stage, in which speaking most symbolizes one's language ability; "listening, speaking, reading, and writing" stage, in which writing most represents one's foundation in language; and "listening, speaking, reading, writing, and translating", in which translating demonstrates one's ultimate and overall attainments in the source and target languages and cultures. Written Translation is hence a course that can examine what the students have learned during the first and second stages, and therefore symbolizes their potential competence in the specialty of English language.

Translation Theory and Practice (TTP) is at present a compulsory course for all English majors at college and universities in China. Due to its scheduled class hours (two periods per week within one semester), the so-called Translation Theory and Practice is quite limited for the students either to learn theory or to practice translating techniques in the "teacher-centered" settings, where a superficial understanding of translation could be merely attained. Whereas, the demands for a "talent" are very much concrete and practical in the contemporary society. Dr. Danica Seleskovitch, principal of a translating school in Paris, proposes a "plug and play" standard for translators, "Qualified translators and interpreters are people properly trained for immediate employment with less or no need for an adjustment period." (cited from Bao, 2003, p.45) Mu Lei (1999) also believes that the ultimate proficiency of an undergraduate is usually embodied in oral and written translation. Pitifully, a great number of college graduates including those English majors are far from satisfaction in their ability in translation. Lin Wusun (cited from Wei, 2010) once definitely claimed that even the elite English majors who were assigned to work in the National Foreign Language Bureau needed at least three or four years to become competent for their translating jobs. It is of no surprise when we hear that so many countless public signs and slogans in English were awfully translated by the undergraduates from the English specialties (cited from Xu, 2002).

It is believed that limited translation teaching as a course at college cannot simply be equal to the teaching of translating skills as a professional training programme (Wei, 2010). Wei claims that Written Translation has been for long a knowledge-based course in use of one-fold traditional teaching materials and prescriptive methods in Chinese

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colleges and universities, in which the learners have to force themselves to receive the teacher's doctrine-like theory without plenty of translating practice and possible interactions between learners and the teacher for practical translating techniques. Nevertheless, Social Constructivist Learning Theory emphasizes that knowledge has its rational characteristics of personal experience which could not be independent of the subject of knowledge, i.e., the person who is studying the knowledge him/herself (See Cheng, 2005). Humanistic psychologists assert that the central process of learning is nothing of a teacher's instruction but students' learning itself, and thus the innovation of teaching along with related trainings must be focused on the value of practice concerning the students' attitudes, emotions, and learning styles (Miech *et al.*, 1996).

With the development of e-learning technology nowadays, changes have occurred in the learning styles of different majors, and technological teaching environment is paid attention to rather than technology itself. As a result, the application of technology to education has become an inevitable tendency nowadays. Li (2011) holds that a really effective e-learning model involves not only networks but also the theories of teaching design and language learning, as well as all possible opportunities for learners with different learning habits, interests and demands to decide where, when and what to learn autonomously after class. Since the 2000s, Chinese scholars (Xu, 2002; Bao, 2003; Wan, 2002; Zheng, 2001; Jing, 200; etc) have appealed to college and universities to carry out innovations in TTP for better course improvement.

Moodle (i.e., Modular Object-Oriented Dynamic Learning Environment), developed as a course management system for free by Martin Dougiamas, an Australian scholar, is popularly employed by more than 2000 organizations all over 100 countries (cited from Brandle, 2005). It is a software to establish a system platform of interactive online learning communities for both learners and teachers. This platform has been greatly reported in previous studies (Dougiamas & Taylor, 2003; Brandle, 2005; Bunchua, 2006; Corich, 2005; Shi, 2009; Wang, 2007; Wu & Lu, 2004; Ding, 2006; Lang & Yan, 2006; Ma & Zhang, 2006; Yan & Hu, 2007; etc.). It is stated that different sessions like course preparing, presenting, marking, reviewing, and checking can be involved together into the Moodle platform via the Internet. On the one hand, the whole process of TTP course instruction may become much more integrated and informationalized in the platform where the teacher's own individual course design is supposed to be better applied and then the path of the teacher's professional development for this course can be recorded for further continuous self-examination. On the other hand, this platform is believed to help establish an all-round developmental assessment system including learners' portfolios in learning rather than the traditional single assessment system in the past.

Due to the fact that this type of platform is still rarely found employed for TTP teaching in Chinese colleges and universities, the researcher of the present study developed an online courseware named TTP-CLEO (college learners' exercises online for translation theory and practice) with Moodle as its platform. The courseware was designed in two categories, i.e., theory and practice. The former includes matching exercises, single and multiple choices, filling-in-the-blank exercises and the latter includes practical exercises of words and expressions translating, supplemental translating, and sentences translating, as well as limited number of sequence exercises. For each group of the exercises the system can automatically display test results and answers for the practicers. All these activities are never found employed in any of the textbooks published in China for the teaching of TTP. It is worth mentioning that all these types of TTP activities designed by the researcher are never found employed in any of the textbooks published in China for the teaching of TTP. In the present studies, the learners were required to practice the Moodle-based TTP-CLEO online in/after class on the Internet; meanwhile the course instructor used blended teaching methods to teach the course, such as PPT presentations, source-and-target-language textual analyses, especially, checking and managing via Moodle the learners' operations on the platform, along with various types of online communications with the learners like recording and responding to their frequencies of visiting Moodle, sending back their submitted supplemental exercises annotated with comments, providing abundant additional reading materials for their spare-time readings, etc(hence called Moodle-Based Teaching Model or MBTM). With the aims of making the teaching and learning of TTP relatively more inter-correspondent for bringing out the best in both theory and practice, this study mainly investigated the subject for related replies to the following research questions (RQs).

RQ1: Is there a significant difference between the use and none-use of the MBTM with the assistance of College Learners Exercises Online for TTP (TTP-CLEO) which are assumed to eventually improve the learners' ability in written translation?

RQ2: Do the English majors have affirmative or negative attitudes towards MBTM which are supposed to stimulate their interests in learning such a course?

RQ3: If the informants' attitudes are affirmative, in what aspects do they believe MBTM are valuable for them to learn such a course?

II. RESEARCH METHODOLOGY

A. Research Design

The present study is of quantitative research. The samples include two classes of English majors at the School of Foreign Studies, Guangdong Institute of Petrochemical Technology, one of which is assigned as the experimental group (EG), and the other as the controlled group (CG). Both classes undertook pre-tests and post-tests before and after the

experiment of the MBTM for one semester. Additionally, a questionnaire survey was carried out among EG participants who were merely taught under the MBTM.

B. Participants

The original pool of participants in this study consisted of two third-year classes of 80 English majors at the School of Foreign Studies, Guangdong Institute of Petrochemical Technology. There were 40 students in the experimental group (EG), and 40 in the control group (CG), both selected and scheduled to have TTP course this semester. They had all finished two years' fundamental courses at the same levels, propitious to the experiment and survey.

C. Instruments

1) Pre-test and Post-test: The two tests were given in use of the same test papers made up of two passages: one in English for Chinese translation and the other in Chinese for English translation. The pre-test aimed to collect comparing data for the validity of the experiment in order to identify the participants' ability in written translation, and the post-test was to verify the effectiveness of the experimental group's learning under the Moodle-Based Teaching Model (MBTM) of "College Learners Exercises Online" specially designed for TTP learning (short for "TTP-CLEO") by the researcher of the present study course.

2) The TTP-CLEO courseware: It was designed and developed by the researcher of the present study in use of Adobe Captivate 4 for the teaching and learning of written translation theory and practice that were made inter-correspondent for bringing out the best in each other. The TTP-CLEO sources were designed especially in two categories, i.e., theory and practice (For examples, see Appendix B). For each section of the exercises the system could automatically display test results and answers for the practicers, which were all undertaken on the platform of Moodle in/after class in addition to other blended teaching methods as called Moodle-Based Teaching Model or MBTM previously.

3) Questionnaire: The Moodle-Based TTP-CLEO Questionnaire, designed by the researcher of the present study, was a close-ended five-point Likert scale with 28 items of belief, ranging from "Strongly Disagree" to "Strongly Agree" with values 1–5 assigned from left to right for them respectively. Although it's controversial to treat Likert-scale questions as interval data for there's no guarantee that the distance between "strongly disagree" and "disagree" is the same as the distance between "disagree" and "neutral", for example. However, such data obtained via these questions are still considered valuable for the study to explore what the informants have felt about the MBM for their TTP learning. The Questionnaire was then administered to the experimental group (EG) to measure the levels of their attitudes towards the application to their learning. The possible range for the Questionnaire is 28 to 140, with lower scores indicating less affirmative attitude and higher scores indicating more affirmative attitude of the participants towards the model, under the condition that 11 items (i.e., items 3, 4, 5, 7, 13, 14, 15, 20, 22, 25, & 28) are reversely scored for their meaning totally opposite to all the others' in direction. For instance, value 1 for "25. We don't like the MBM and TTP-CLEO, but the traditional model" refers to the EG learners' strongest negative attitude towards the experiment, while value 5 "23. Even though I often encounter 'Sorry, try again', I never lose heart for the practice is amazing" refers to the EG learners' strongest affirmative attitude. To check the reliability of the questionnaire, it was administered to 30 English majors at the same school. According to a general formula for Cronbach's Alpha coefficient, $\alpha = n(1 - \sum \sigma_i^2 / \sigma_x^2) / (n-1)$, the scale achieved an alpha coefficient of .713 ($n=58$) which indicated an acceptable internal reliability.

D. Data Collections

There were two types of data collections, i.e., the two tests and one questionnaire survey. The tests were administered to the two groups of English majors mentioned above. The questionnaire was administered to the experimental group (EG) only. In order for the participants to understand the scale better, the questionnaire questions were written in Chinese. The number of the subjects in both groups who did the pre-test and post-test papers and the EG who filled out the questionnaire guaranteed adequate sample size which covered exactly all the participants for the present study.

E. Data Analyses

The data from the two tests and the questionnaire were tallied and tabulated with the assistance of the SPSS computer program. The researcher employed descriptive statistics, One-Way ANOVA, and frequencies of the responded individual items to analyze the data in order to find answers to the first two research questions (RQs). Factor analysis was used for a reply to the third RQ.

III. RESULTS AND DISCUSSION

A. Results for and Discussion on the 1st RQ

1. Pre-test Results and Analyses

The pre-test aimed to find out whether there was a significant difference between the experimental group (EG) and the control group (CG) before experiment. Prior to the tests, it was assumed that there was no significant difference between the two groups. With the performance of pre-test, the results were collected and analyzed in use of Descriptive Statistics (See Table 1) and then the variance of the mean scores between the two groups were analyzed in use of One-Way ANOVA (See Table 2).

TABLE 1
DESCRIPTIVE STATISTICS OF THE PRETEST MEAN SCORES OF BOTH GROUPS

	N	Minimum	Maximum	Mean	Std. Deviation
Experimental group (EG)	40	43	85	68.18	8.006
Control group (CG)	40	55	85	69.88	6.529

TABLE 2
ANALYSIS OF VARIANCE OF THE PRETEST MEAN SCORES BETWEEN BOTH GROUPS

		Sum of Squares	df	Mean Square	F	Sig.
Experimental group(EG)	Between Groups (Combined)	1222.608	19	64.348	1.008	.492
Control group(CG)	Within Groups	1277.167	20	63.858		

Table 1 shows that the mean scores of the EG were 68.18 (SD=8.006); while the mean scores of the CG were 69.88(D=6.529), simply 1.7 bigger. The descriptive statistics indicate that the written translation levels of EG and CG were similar before the experiment. With P-value larger than 0.5($P=0.492$), Table 2 shows no significant difference between EG and CG in written translation before the experiment was implemented. Therefore, the research is applicable.

2. Post-test Results and Analyses Compared with Pre-test Results

The post-test was designed to find out whether there was a significant difference between CG and EG after applying the MBTM to TTP course. We assumed that there was significant difference between the CG and EG participants after the experiment. The results of the pre-tests and post-tests of both groups were collected and analyzed in use of descriptive statistics (See Table 3) and then the mean scores of both groups' two types of tests were compared in use of One-Way ANOVA (See Table 4).

TABLE 3
COMPARATIVE RESULTS OF THE PRETEST AND POSTTEST MEAN SCORES OF THE CONTROL GROUP (CG)

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest of CG	40	55	85	69.88	6.529
Posttest of CG	40	55	88	71.40	6.400

TABLE 4
ANALYSIS OF VARIANCE BETWEEN THE PRETEST AND POSTTEST OF THE CONTROL GROUP (CG)

		Sum of Squares	df	Mean Square	F	Sig.
Pretest of CG	Between Groups (Combined)	1517.783	19	79.883	2.505	.054
Posttest of CG	Within Groups	637.717	20	31.886		

Table 3 shows that the pre-test mean scores of CG were 69.88 (SD=6.529); while the post-test mean scores of CG were 71.40(D=6.400), merely 1.52 bigger. The statistics displays that the CG learners' translating ability level after the experiment was not so high, and the P-value as shown in Table 4 was just a bit bigger than 0.5 ($P=0.54$), which demonstrates insignificant difference between their pre-test and post-test mean scores after the experiment.

The results show that students in the control group, who had never been taught under the MBTM with the help of TTP-CLEO, have not improved so much in translating scores after a semester's learning, and the mean scores between the pre-test and post-test of the control class were nearly the same. It indicates that the CG participants have made little progress in their practical ability in written translation merely under the traditional face-to-face instructional model of TTP course.

TABLE 5
COMPARATIVE RESULTS OF THE PRETEST AND POSTTEST MEAN SCORES OF THE EXPERIMENTAL GROUP (EG)

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest of EG	40	43	85	68.18	8.006
Posttest of EG	40	61	93	79.75	7.434

TABLE 6
ANALYSIS OF VARIANCE BETWEEN THE PRETEST AND POSTTEST OF THE EXPERIMENTAL GROUP (EG)

		Sum of Squares	df	Mean Square	F	Sig.
Pretest of EG	Between Groups (Combined)	2019.825	18	112.212	4.910	.000
Posttest of EG	Within Groups	479.950	21	22.855		

Table 5 shows that the pre-test mean scores of EG were 68.18 (SD=8.006); while the post-test mean scores of EG were 79.75(SD=7.434), about 11.57 bigger. The statistics displays that the EG learners' written translation ability after the experiment was higher than their written translation ability before the experiment. With P-value smaller than 0.5

($P=0.000$), Table 6 demonstrates significant difference between their pre-test mean scores and post-test mean scores after the experiment.

The results indicate that with the help of the MBTM, the test results of the experimental group show that students' ability in written translation has improved at a certain degree which was 17 % higher than their pre-test mean scores. After applying the model, students have made significant progress in their performance of translating practice and the MBTM can improve students' translating scores with a proven effect of application of such an instructional model.

TABLE 7
COMPARATIVE RESULTS OF THE POSTTEST MEAN SCORES BETWEEN EXPERIMENTAL GROUP(EG) AND CONTROL GROUP (CG)

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest of EG	40	61	93	79.75	7.434
Posttest of CG	40	55	88	71.40	6.400

TABLE 8
ANALYSIS OF VARIANCE BETWEEN THE PRETEST AND POSTTEST OF BOTH GROUPS (EG)

		Sum of Squares	df	Mean Square	F	Sig.
Pretest of EG	Between Groups (Combined)	1517.783	19	79.883	2.505	.024
Posttest of CG	Within Groups	637.717	20	31.886		

Table 7 shows that the post-test mean scores of EG were 79.75 ($SD=7.434$), while the post-test mean scores of CG were 71.40($D=6.400$) which was 8.35 smaller. Compared with the means of pre-tests, the EG students' post-test translating scores increased much by 17%, and the CG students' post-test translating scores increased just a little by 2.17%; Table 8 also shows significant difference between the two groups' post-test mean scores ($P=0.24$), which indicates that the written translation level of EG after the experiment was significantly higher than that of the CG after the experiment.

The results demonstrate that with the help of the MBTM, the test results of the experimental class show that the participants' translating ability has improved impressively higher than the control class. After applying the MBTM, the participants have made significant progress in their performance of written translation, which indicates the MBTM can improve students translating scores with the assistance of TTP-CLEO.

B. Results for and Discussion on the 2nd RQ

The responses from the participants on the experiment are very important for the researcher and the present study as well as for course instructors to take advantage of the strengths of teaching reform so as to overcome their weaknesses effectively. As to the first half of the second hypothesis, Table 9 displays the descriptive statistics on what attitudes the EG participants were holding after the experiment.

TABLE 9
DESCRIPTIVE STATISTICS OF THE OVERALL MEAN SCORES OF THE EG

	N	Minimum	Maximum	Mean	Std. Deviation
Overall of the beliefs on MBM TTP-CLEO	40	3.46	4.50	3.9313	.254

Table 9 shows that the mean scores of the EG participants were 3.9313 ($SD=0.254$) standing for 110.8 which was 78.6% out of 140 as the biggest range of the 28-item 5-point Likert scale. As higher scores indicate more affirmative attitude of the participants towards the model, the statistics demonstrate that 78.6% in general of the EG participants believed that the TTP-CLEO under MBM could positively improve their ability in written translation. Table 10 displays the highest and lowest frequencies of individual items.

TABLE 10
HIGHEST AND LOWEST FREQUENCIES OF MEAN SCORES OF THE INDIVIDUAL ITEMS

Type of Frequency	Items	N							
			Mean	SD	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Highest	To learn TTP well, we should actively prepare and review the lessons regularly, and be patient in doing translating exercises, not just pushy for a sudden success.	40	4.72	.452	0	0	0	27.5	72.5
	We don't like the MBM and TTP-CLEO, but the traditional model.	40	4.58	.549	0	0	2.5	37.5	60
	TTP-CLEO is valuable in improving my translating theory and practical ability.	40	4.5	.641	0	0	7.5	35.0	57.5
	I don't work very hard either at TTP-CLEO or the exercises in the textbook.	40	4.48	.554	0	0	2.5	47.5	50.0
Lowest	Each time when I failed while doing the online translating exercises, I would know about translating and myself better.	40	3.28	1.012	0	32.5	15.0	45.0	7.5
	I feel it easier to do translating exercises of TTP-CLEO than reading what are said in the textbook.	40	2.98	1.230	12.5	32.5	5.0	45.0	5.0
	I prefer working at TTP-CLEO even to reviewing the textbook.	40	2.90	1.236	12.5	32.5	17.5	27.5	10
	After one semester's study, I have learnt that translating is something very easy in fact.	40	2.33	1.047	17.5	55.0	7.5	17.5	2.5

As shown in Table 10, the 1st highest frequency of item is "To learn TTP well, we should actively prepare and review the lessons regularly, and be patient in doing translating exercises, not just pushy for a sudden success" (M=4.72,SD=0.452), which indicates that participants accepted MBM and TTP-CLEO that they believed could lead them to improvement step by step. The second highest is "We like the MBM and TTP-CLEO, not the traditional model" (M=4.58,SD=0.549), which clearly demonstrates their interests in the model for their TTP learning. The third highest is "TTP-CLEO is valuable in improving my translating theory and practical ability" (M=4.5, SD=0.641), which well indicates that the model stimulated their interests in learning written translation theory and practice, and that they recognized the benefits of the model. The fourth highest is "I work very hard both at TTP-CLEO and the exercises in the textbook" (M=4.48, SD=0.554), which shows that the participants positively feel like doing the online exercises in their free time.

Four lowest frequencies of items are also shown in the table above. The first lowest is "After one semester's study, I have learnt that translating is something very easy in fact" (M=2.33, SD=1.047), which indicates that the participants believed that there was still a long way to go for the learning of such a course, and one semester's study was really not enough for them. The second lowest one is "I prefer working at TTP-CLEO even to reviewing the textbook" (M=2.98, SD=1.230), which stands for the importance of a mixed learning approaches and teaching methods for the participants, not totally dependent on TTP-CLEO itself. The third lowest is "I feel it easier to do translating exercises of TTP-CLEO than reading what are said in the textbook" (M=2.90, SD=1.236), which means that the learners had a clear head in selecting learning sources according to their own demands. The fourth lowest is "Each time when I failed while doing the online exercises, I would know about translating and myself better" (M=3.28, SD=1.012), which indicates that there was still a lot to do for a further development of the MBTM and TTP-CLEO in future so that the learners could learn better from what they were taught at college and university.

C. Results of Factor Analysis of the MBTM for and Discussion on the 3rd RQ

According to Table 11 and Table 12 as below, each of the factors is described based on the content or relationship of the majority of the anxiety items which appear to share common characteristics under the same factor. Eventually, four extracted factors were taken as shown in the reports on the rotated component matrix of factor analysis for the questionnaire, in which eight items were deleted based on its low factor loading and communality.

TABLE 11
THE SUMS OF SQUARED FACTOR LOADINGS OF THE INITIAL FACTORS FOR THE QUESTIONNAIRE

Component	Extraction Sums of Squared Loadings (Eigenvalues)		
	Total	% of Variance	Cumulative %
1	4.111	14.684	14.684
2	2.890	10.323	25.007
3	2.589	9.246	34.253
4	2.232	7.971	42.224

TABLE 12
 REPORTS ON THE RESULTS OF THE ROTATED COMPONENT MATRIX OF FACTOR ANALYSIS FOR THE QUESTIONNAIRE

Items	Component			
	1	2	3	4
23. Even though I often encounter “Sorry, try again”, I never lose heart for the practice is amazing.	.688			
9.I prefer working at TTP-CLEO even to reviewing the textbook.	.669			
11.I feel it easier to do translating exercises of TTP-CLEO than reading what are said in the textbook.	.663			
17. I did not comprehend TTP-CLEO so much before; but I feel like doing it now.	.571			
28.TTP-CLEO is not valuable at all in improving my translating theory and practical ability.	.518			
26. I like the teaching model blended with textbook, PPT presentations, and TTP-CLEO exercises together.	.497			
20. What we have learned are not so useful for improving our translating ability.		.803		
15.I do not work very hard either at TTP-CLEO or the exercises in the textbook.		.730		
5. I don't want to have bad attendance records even though I have no interest in translation class.		.577		
6. I like translation class for I can learn what I've never experienced and it is useful and practical.		.557		
2.To learn TTP well, we should actively prepare and review the lessons regularly, and be patient in doing translating exercises, not just pushy for a sudden success.		.542		
12. I don't care if I will make mistakes while doing online exercises, but I'm really concerned about my translating ability.			.646	
24. I prefer the theory-based practical exercises which can help us learn the course systematically.			.630	
7. Generally, I do exercises in the textbook more than online.			-.570	
10. I thought translation was easy, but I now understand a translator needs to be skillful in both English and Chinese.			.537	
8. Each time when I failed while doing the online translating exercises, I would know about translating and myself better.			.526	
1. After one semester's study, I have learnt that translating is something very easy in fact.				.668
13. I am confident when doing theory exercises; but I fail in practice exercises so many times that I finally give up.				.529
3. I cannot understand what the teacher is presenting through PPT courseware in class.				.515
16. The arranged hours for translation class are too limited, while TTP-CLEO is really a beneficial make-up.				.457

The results of varimax rotation method reveal four extracted categories of factors each of which was given a name by the researcher of the present study in accordance with the interrelation and common inner-characteristics they share that provide answers to RQ3 as follows:

Factor 1: *Amazing TTP-CLEO*, made up of 7 items (i.e., 9, 11, 17, 22, 23, 26, 28), accounting for 14.684 percent of the variance among the 28 questionnaire items. This factor indicates that the EG informants felt interested in doing the online exercises specially developed by the researcher of the present study.

Factor 2: *Strong Motivation*, made of 5 items (i.e., 2, 5, 6, 15, 20), accounting for 10.323 percent of the variance among the 28 questionnaire items. This factor indicates that the EG informants' motivations were simulated under the MBTM while learning the TTP course.

Factor 3: *Needs of Self-development*, made of 5 items (i.e., 7, 8, 10,12, 24), accounting for 9.246 percent of the variance among the 28 questionnaire items. This factor indicates that the EG informants were strongly conscious of what to do for their self-development in translation.

Factor 4: *Feeling of Achievement*, made of 4 items (i.e., 1, 13, 3, 16), accounting for 7.971 percent of the variance among the 28 questionnaire items. This factor indicates that the EG informants felt a bit satisfied with such a teaching and learning model under which they could make improve their translating ability.

IV. CONCLUSION

This study undertook research into the effect of an application of the Moodle-Based Teaching Model (MBTM) with the assistance of College Learners Exercises Online for Translation Theory and Practice (TTP-CLEO) plus other blended methods, which were supposed to improve the learners translating ability. Through one semester's experiment, the experimental group (EG) was found more significantly progressive in translating ability with higher post-test scores than the pre-test scores, while the control group(CG) taught face to face merely, although also improved a little in post-test scores, actually made very limited progress which was insignificantly different compared with its pre-test scores. The analyses of the data from the closed-ended questionnaire administered to EG participants demonstrates their affirmative attitudes towards MBTM for teaching and learning TTP with online translating exercises, which as well need to be further developed and improved. Four aspects were found through factor analysis as “Amazing TTP-CLEO”, “Strong Motivation”, “Needs of Self-development”, and “Feeling of Achievement,” which illustrate the potential causes for the participants' attitudes after the experiment. One thing is for sure that the innovation of applying modern technology to the seemingly boring and actually difficult TTP course teaching and learning is possible and feasible,

dependent on how the course is taught and organized, and what the learners feel they could achieve from what they are taught and what they have learned.

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APPENDIX A. PRETEST AND POSTTEST PAPER: WRITTEN TRANSLATION PRACTICE OF CATTI

Section 1 English-Chinese Translation (英译汉) (60 points)

Translate the following passage into Chinese. The time for this section is 120 minutes.

Parents are required by law to see that their children receive full-time education, at school or elsewhere, between the ages of 5 and 16 in England, Scotland and Wales and 4 and 16 in Northern Ireland. About 93 percent of pupils receive free education from public funds, while the others attend independent schools financed by fees paid by parents.

Many, aged 3-4 years, children attend nursery schools and classes (or, in England, reception classes in primary schools). Pre-school education may also be provided in some private day nurseries and pre-school playgroups (which are largely organized by parents).

The Government has stated its commitment to a major expansion of pre-school education and wants all children to begin school with a basic foundation in literacy and numeracy. From September 1998 it is providing free nursery education in England and Wales for all 4 year olds whose parents want it, and is committed to staged targets for provision for 3 year olds thereafter. Local education authorities, in partnership with private and voluntary providers, have drawn up "early years development plans" for securing these objectives. The plans are designed to show how co-operation between private nurseries, playgroups and schools call best serve the interests of children and their parents. From April 1999, early years development partnerships and plans will be expanded to deliver quality childcare integrated with early education. In addition, the Government is working with local authorities and others in England to establish "early excellence centers" designed to demonstrate good practice in education and childcare.

In Scotland, local education authorities have been taking the leading role, from August 1998, in planning and co-ordinating pre-school education and in providing places, working in partnership with voluntary and private providers. The Government planned to give all children in the pre-school year access to quality, part-time education by the winter of 1998.

Northern Ireland has a lower compulsory school age of 4 and a single school entry date in September each year. A pre-school education expansion programme, undertaken through partnership between the education and library boards, other statutory providers and the private and voluntary sectors, has provided additional pre-school places.

Section 2 Chinese-English Translation (汉译英) (40 points)

Translate the following passage into English. The time for this section is 60 minutes.

向一位著名的女作家祝贺她八十岁寿辰，这样的机会是不多的，所以我去年十月五日到冰心家里去的时候，心情非常激动。我解释说希望她给我讲一下她是怎样成为诗人的。“我已有多年没有写诗了，”她微笑着说，“可是我还是爱读好诗。”

冰心很幸运地有鼓励她学习和写作的父母。一九一九年她在北京一所女子学院念书时，一个事件改变了她生命的整个道路。那就是五四运动，一个由北京学生发动的爱国民主运动。群众游行示威的场面给她以深刻的印象。她投身于斗争中，并被学生会任命负责宣传工作。她写了诗歌、文章和故事，以抨击帝国主义和各种形式的封建主义。

她在1923年到美国去学文学，在旅途中和在美国居留中写下了她的感受。这些都收在一个集子里出版，就是《寄小读者》。这本书使她声誉突起。这不仅是因为她是一位女作家，而是因为书中的高尚的情操。有不少较年轻的作家说，是冰心的作品使他们走上了其后所走的道路。

APPENDIX B. A QUESTIONNAIRE OF MOODLE-BASED MODEL FOR TTP TEACHING

Directions:

Welcome to participate in the survey study of Moodle-Based Model for TTP Teaching. It consists of 28 items, for each of which a set of choices is prepared. Actually, no one of the prepared choices stands for any fixed answer that can be correct or wrong, and good or bad. You do not have to write down your name, but do respond to each item truthfully, with what you really feel about, so that the researcher could have real, reliable data in the study, and that you may know about yourself in faith through filling out the questionnaire. Thank you very much for your sincere cooperation.

Please read each of the items and comprehend its meaning. Then, according to the extent to which you feel the item is related to your own real, practical situation, tick ONE number in the relative set of values 1-5 as below:

1=strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree

Do not choose "3" unless the other four are not applicable to your own situation. Although there is no serious time

limit, you do not have to ruminate over each of the items, but offer your response based on your first impression. Please completely fill out the questionnaire and remember to choose only ONE number for each item.

NOTES Please tick only one number from 1-5 based on the real situation of yourself as displayed in each of the 28 items in the column on the left side. Remember: Only ONE “√” for each of the items can be placed in each set of the boxes on the right side.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. After one semester’s study, I have learnt that translating is something very easy in fact.	1	2	3	4	5
2.To learn TTP well, we should actively prepare and review the lessons regularly, and be patient in doing translating exercises, not just pushy for a sudden success.	1	2	3	4	5
3. I cannot understand what the teacher is presenting through PPT courseware in class.	1	2	3	4	5
4. For me translation theory is not so important and we can improve our translating ability only if we do translating exercises much as possible ourselves.	1	2	3	4	5
5. I don’t want to have bad attendance records even though I have no interest in translation class.	1	2	3	4	5
6. I like translation class for I can learn what I’ve never experienced and it is useful and practical.	1	2	3	4	5
7. Generally, I do exercises in the textbook than online.	1	2	3	4	5
8. Each time when I failed while doing the online translating exercises, I would know about translating and myself better.	1	2	3	4	5
9.I prefer working at TTP-CLEO even to reviewing the textbook.	1	2	3	4	5
10. I thought translation was easy, but I now understand a translator needs be skillful in both English and Chinese.	1	2	3	4	5
11. I feel it easier to do translating exercises of TTP-CLEO than reading what are said in the textbook.	1	2	3	4	5
12. I don’t care if I will make mistakes while doing online exercises, but I’m really concerned about my translating ability.	1	2	3	4	5
13. I am confident when doing theory exercises; but I fail in practice exercises so many times that I finally give up.	1	2	3	4	5
14. I feel it too boring to do TTP-CLEO.	1	2	3	4	5
15.I do not work very hard either at TTP-CLEO or the exercises in the textbook.	1	2	3	4	5
16. The arranged hours for translation class are too limited, while TTP-CLEO is really a beneficial make-up.	1	2	3	4	5
17. I did not comprehend TTP-CLEO so much before; but I feel like doing it now.	1	2	3	4	5
18. Students really need to have a fixed translation textbook; or they could have a sense of loss.	1	2	3	4	5
19. It’s interesting when some learners are required to work at the TTP-CLEO on the teacher’s computer in class.	1	2	3	4	5
20. What we have learned are not so useful for improving our translating ability.	1	2	3	4	5
21. I’d like to do translating exercises both in textbook and online.	1	2	3	4	5
22. It seems that reading the textbook quietly is easier than doing the TTP-CLEO exercises.	1	2	3	4	5
23. Even though I often encounter “Sorry, try again”, I never lose heart for the practice is amazing.	1	2	3	4	5
24. I prefer the theory-based practical exercises which can help us learn the course systematically.	1	2	3	4	5
25. We don’t like the MBM and TTP-CLEO, but the traditional model.	1	2	3	4	5
26. I like the teaching model blended with textbook, PPT presentations, and TTP-CLEO exercises together.	1	2	3	4	5
27. I really gain theoretical and practical enlightenments from the teacher’s presentations in class.	1	2	3	4	5
28.TTP-CLEO is not valuable at all in improving my translating theory and practical ability.	1	2	3	4	5

(Notes: Items 3,4,5,7,13,14,15,20,22,25,&28 must be reversely scored in data analysis.)

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