



Интернет лингводидактика в преподавании перевода: опыт практического применения в вузе

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Internet Linguodidactics and Blended Translation Studies at Higher 1/2

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Аннотация

Тема доклада — дидактика, дизайн и реализация курса обучения письменному и устному переводу с использованием смешанных (Blended) интернет технологий. Рассматривается проектный курс (американский английский язык для профессиональных целей), проведенный в течение 2 месяцев 2014г. с 33 студентами лингвистами-переводчиками в вузе. Обозначены цели, задачи и некоторые предварительные результаты педагогического эксперимента по групповому, коллаборативному и автономному обучению с помощью доступных интернет технологий (wiki, Prezi). Использовались реальные аутентичные источники. В проекте сочеталась практика письменного перевода на вики сайте и очная конференц- презентация групповых проектов с последовательным переводом. Данная модель может использоваться для обучения профессиональных лингвистов-

переводчиков в вузе. Сайт проекта <http://amvkclass.pbworks.com/>

Abstract

Didactics, design and implementation of the experimental project on written and oral Translation Studies (American Business English specialized translation course) with the help of Blended online technologies and resources. The project was based on online wiki site <http://amvkclass.pbworks.com/> and regular classes which lasted for 2 months of 2014, involved two academic groups of students in Linguistics and Translation Studies at non linguistic University in Moscow. The main goal of the project was to experiment and assess how efficient autonomous, creative and collaborative GROUP online blended education could be for teaching written and oral consecutive translation. All teams reported at the final conference with Prezi presentations, accompanied by collaborative consecutive conference interpreting. Overall, as a pedagogical experiment, it was very fruitful and had a



positive feedback from students-participants. At the same time, it needs considerations of its strengths and weaknesses and further experiments to create a simple and efficient working model for possible application at higher education.

Ключевые слова: интернет лингводидактика, вики, смешанное обучение, электронное обучение, лингвистика.

Keywords: Internet linguodidactics, wiki, collaborative learning, Blended learning, translation studies

1. At present, Internet didactics and blended courses are used for different educational purposes, and one of the important tasks is to individualize learning and teaching process out and beyond traditional classes and group teaching. We consider it to be true and helpful in modern pedagogical practice. Such approach is also applied to professional linguists and translators training and we published web project and several articles on the issue [1,2,3,4,5]. 1

1.1. Now, the issue is to study how GROUP or mass teaching with blended and collaborative online didactics can be possible and efficient. Do any alternative teaching methods exist beyond and apart traditional approaches? If so, how format and content of curriculum and course should be changed? Is it possible not to adapt but to design a new blended curriculum and didactics 'from the ground' to develop a new educational model? How to apply it for intensive translator's group training?

2. The aim of the experimental project was to prove the possibility of mass or group translators training and to give a try of designing a new course model. Blended online wikisite for collaborative

group work was followed by the conference supported with written translations and interpreting practice. One of the goals was also to apply, mix and coordinate different study forms, e.g. in-class face-to-face group meetings with distance online collaborative group work; mixing translation of many original websites pages with authentic video clips interpreting (a form of localization); joint projects teams reports and presentations at the final conference with consecutive interpreting. One of this course peculiarities was blending online and offline didactics of written and oral translation, with Web 2.0 technologies, to provide intensive practical experience and develop team work- modelling and practicing different skills applying and switching, required in real life

3. Participants of the project: total (100%) random of students (2 academic groups, 33 persons) in linguistics, translation studies and intercultural communication at non-linguistic university. Course duration: 2 months. Face-to-face meetings: once a week, for each group. Between classes: collaborative and individual work with all students on the project wiki-site. Topics and communication language: only English (American English, business and academic discourses), except translations into Russian.

4. First task was to select text and video for translation whether from 4 proposed multinational corporations (MNC) open original websites, or 2 US Universities. Next, students added themselves on the wiki front page table and posted there under their names 2 links to the selected text and video clip. So, 28 of 33 students published their links on wiki. Finally, there were formed 5 project groups with different number of students: 3 projects teams for MNCs and 2 - for US Universities. After that, learners created their own pages and folders and posted



translation and embedded videos there. All groups selected special coordinators to facilitate cooperation and final group reports and presentation design. Besides, they had to do a research on the topic contexts, grammar and stylistic peculiarities, proper names and terminology in the selected subjects (MNCs and Universities). Using of electronic resources and dictionaries, comparing their materials to another relevant websites, reading other students' texts on one wiki site, commenting and communicating online – all that autonomous and creative activities were very beneficial for learners. But it is to note, that the process was guided, supervised, commented and graded by the teacher. Students had to edit their translations and save them in the original's format or as comparative (parallel) texts on their pages. After that, to take prepare group report and joint presentation of the project with embedded texts screenshots and video clips to play at the conference. Practically all of them created scripts and translations to their videos and even wrote reports to be read and interpreted at the conference though it was not their assignment. At final conference, all teams reported about their projects by turn: firstly, on the original websites translations, main linguistic and translation difficulties they came across with some examples, then demonstrated presentations and videos with their comments and interpreting. As a whole, this conference lasted 3 days (3 classes) because it included full conference translation. All students took part in it and were graded for the projects accordingly.

5. To conclude: students were not only active writers, reporters and participants, but also researchers, translators and interpreters during the same course. The model offers real role playing, project work, language learning and translation studies at the same time, guided and

supervised by the teacher. To our surprise, this teaming didactics turned to be very motivating: all students – participants (100%), even the 'weakest', realized the tasks and reported at the conference, though with different quality, and were graded for the course. They expressed positively to such projects and were especially enjoying oral peers reports oral translation and self-interpreting of video clips in public. So, in our opinion, that educational didactics could be applied at least as additional course and complete standard academic curriculum in translation studies. Blending it with Web 2.0. tools (e.g. wiki, Prezi, CALL, corporate university MS SharePoint LMS) provides fruitful, beneficial and intensive course implementation in a very short time. There were also some problems such as time and subject shortcomings, extra workload, poor conference timing, lack of spontaneous consecutive interpreting practice and some more, to be analyzed.

5.1. This model needs further research and experiment to develop new blending curriculum and didactics for higher education students. This article could be interesting for all language and translation studies educators at universities.

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